DOCUMENT RESUME

ED 111 942 CE 004 662

TITLE	Health/Cosmetology. Career Education Guide.
INSTITUTION	Dependents Schools (DOD), Washington, D.C. European Area.
REPORT NO	USDESEA-Man-352-356-6
PUB DATE	1 May 74
NOTE	157p.; For related documents, see CE 004 659-660 and CE 004 663-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO O 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Behavioral Objectives; *Career Education; *Cosmetology; Course Descriptions; *Curriculum Guides; Dental Assistants; Health Occupations Education; *Health Services; Individualized Curriculum; Instructional Materials; Job Training; Laboratory Procedures; Learning Activities; Secondary Education; Vocational Education

ABSTRACT

The curriculum guide is designed to provide students with realistic training in theory and practice within the secondary educational framework and prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into branches pertaining to the broad categories of health services and cosmetology. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The health occupations curriculum covers the following topics: personal awareness, fundamental health care and first aid, sciences, understanding human behavior, body mechanics, diagnostic data collection, pharmacology, therapeutic procedures, patient care, advanced nursing skills, advanced clinical skills, medical/dental office skills, dental anatomy and physiology, sterilization and disinfections, dental materials, laboratory procedures, chairside procedures, and dental radiology. The cosmetology curriculum covers: hand and foot care; hair pieces; hair, scalp, and facial treatment; facial makeup; distributive education skills; electricity and light therapy; hair coloring; hair shaping; hair waving and relaxing; hair styling; and shop operation. Since the curriculum calls for individualized learning, the program can range from one semester to two years of training. (MW)

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Career Education Guide

HEALTH/COSMETOLOGY

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EUROPEAN AREA
APO 09164

M A N U A L,)
No. 352-356-6)

1 May 1974

DEPENDENTS EDUCATION

Career Education - Health/Cosmetology

This Career Education guide is an official publication of the Directorate, United States Dependents Schools, European Area. It is designed to serve as a curriculum guide for the health/cosmetology cluster. The principal will establish adequate accountability procedures for all copies issued.

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FOREWORD

The health industry is now one of the leading employers in the nation and is continuing to grow. As the level of health service improves with each year, the demand for qualified professionals and technicians increases. The professions are hard pressed to train people adequately for the multitude of skill levels required. On-the-job training has traditionally been the principal source of skill acquisition.

This Health/Cosmetology program is designed to provide the student with realistic training in theory and practicum within the secondary educational framework. In many cases it will provide entry level skills for immediate employment after graduation. In other cases, due to licensing restrictions, it provides a sound basis and stimulation for continuing education.

The rapid changes taking place in the health field have resulted in the identification of over 400 occupational titles. It is especially important, therefore, for the Health/Cosmetology program to be closely allied with community facilities to insure opportunities for student observation. Career exploration can assist students to make realistic vocational choices and help in selecting appropriate modules of study.

The learning modules are grouped into branches pertaining to the broad categories of health services and cosmetology.

Several of the modules such as First Aid, Personal Awareness, and Understanding Human Behavior, are of value to students entering any of the branches and for that matter, any occupation.

The Health/Cosmetology Career Cluster chart will assist the instructor and student in planning an exploratory or goal-oriented individualized program. The preparation requirements chart identifies the academic requirements necessary for accomplishing various occupational objectives.

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PURPOSE OF THE GUIDE

This Career Opportunity Guide is prepared to assist in implementing a suggested learning system designed to provide the student with entry-level skills to numerous jobs in the broad field of Health/Cosmetology. The system also provides a substantial base for the student who decides to extend his career potential by continuing professional study at a community college, a four-year college, or technical school.

This guide should also suggest to instructors of differing disciplines possible applications of the modules described to satisfy needs of students in their own areas. Cooperation among instructors and administrators and individual imagination are the only limiting factors.

The guide describes each of the elements in the system which will assist instructors and administrators in implementing the career program. It is not a study guide but includes enough information for the prospective instructor to plan his course with his own special requirements and preferences in mind.

In addition to the program outline, there are lists of references, equipment, and materials as well as distributor sources.

DESCRIPTION OF LEARNING SYSTEM

The Health/Cosmetology Career Cluster is a two-year program which considers the needs, capabilities, background, and interests of each student enrolled. Instruction must, therefore, be individualized to the greatest extent possible considering the time and resources available. The routine classroom lecture should be reduced in its role as the primary teaching method. It should be used merely to introduce broad areas and should permit the students to discover details in small groups or on their own. Individualized learning depends heavily upon self-instructional materials, audio-visual learning aids, and student tutors.

To operate successfully, the learning environment must be free and open, but well ordered and managed with specific objectives in mind. Given such an environment, each student enters at his or her own level of achievement and moves along at his or her own rate of speed. A contract system may be used to monitor and improve upon the achievement rate. Progress is measured against individual performance rather than against that of the class as a whole. This allows students of all ability ranges to be in the same class. The high achievers can move ahead freely without being hampered by their slower classmates and can explore enrichment quests on their own. On the other hand, low achievers, already discouraged by repeated failures, are not threatened by further failure. They start wherever they are academically and attitudinally and immediately receive positive experiences which encourage them to progress.

Students need not accomplish modules in the same order. The instructor may prescribe or may negotiate with the student a selection of modules to accomplish a particular student's career goal, depending upon the student's interests and achievement level. Evaluation through pretesting may indicate that a student can skip over an entire module or part of a module.

The role of instructor becomes one of learning facilitator. The instructor prescribes the framework and procedures whereby the learner can accomplish the terminal performance objectives which will be consistent with the entry-level requirements for the career goal.

The wide cross section of learning modules suggested in this career cluster is designed to provide as great a selection of job entry-level skills as appears practical considering resource and time restraints. Individual requirements differ from school to school; therefore, the design of this learning system provides for the selection of modules to satisfy particular needs.

SUGGESTIONS FOR ORGANIZATION OF INSTRUCTION

In order to facilitate the student's completion of performance objectives in the learning system and to provide for necessary management, the following list of instructor objectives is recommended:

1. Acquaint students with class procedures.

2. Provide students with assistance in module sequencing with career goals in mind.

3. Establish small groups for study and activity purposes.

4. Encourage peer tutoring.

5. Distribute all module objectives to students and assist in relating these objectives to entry-level skill requirements.

6. Assist students in completing performance objectives by providing demonstrations of skills and concepts for each module of instruction.

7. Develop individual contracts with students defining related learning activities.

8. Provide opportunities where students can observe the activities of individuals in a variety of jobs in the career field and assist students to relate the educational goals of the learning system to the development of entry-level skills.

9. Construct and evaluate pre-tests and post-tests for each module.

10. Construct reading assignment and audio-visual review lists for each module.

11. Provide trays, drawers, or learning stations with the appropriate materials and instructions to complete laboratory activities.

12. Maintain an attractive and stimulating working environment and encourage students to display their projects or materials collected from related fields of study.

13. Invite guest speakers to discuss appropriate topics related to the field of study.

14. Encourage and actively recruit students of different disciplines to work on modules in this career cluster which may have applications for their field.

15. Encourage students working in this career cluster to examine objectives of modules in other areas with a view toward possible application to their goals.

COURSE MODULES AND LENGTH OF INSTRUCTION

This career cluster as outlined allows for a variety of career programs ranging from less than a semester to two years of training. Since the curriculum calls for individualized learning and students work at different rates of performance, it is difficult to specify exact times for accomplishment. The following list, therefore, shows an approximation of the average student time it takes to accomplish the performance objectives and is useful only as a general reference for planning.

Module	Estimated Learning Time in Hours
Orientation - Health Occupations	16
Personal Awareness	8
Fundamental Health Care and First Aid	126
Sciences for Health Occupations	90
Understanding Human Behavior	36
Body Mechanics	40
Diagnostic Data Collection	50
Pharmacology	15
Therapeutic Procedures	20
Patient Care	80
Advanced Nursing Skills	60
Advanced Clinical Skills	60
Medical/Dental Office Skills	50
Dental Anatomy and Physiology	30
Sterilization and Disinfection	25
Dental Materials	30
Laboratory Procedures	50
Chairside Procedures	40
Dental Radiology	50
Orientation Cosmetology	5
Hand and Foot Care	30
Hair Pieces	18
Hair, Scalp and Facial Treatment	45
Facial Makeup	25

Module	Estimated Learning Time in Hours
Distributive Education Skills	see Business/Clerical/Sales
Electricity and Light Therapy	8
Hair Coloring	30
Hair Shaping	25
Hair Waving and Relaxing	50
Hair Styling	50
Shop Operation	12

HEALTH/COSMETOLOGY CAREER CLUSTER CHARTS

The curriculum of the Health/Cosmetology Career Cluster is designed to prepare students for entry into one of a broad selection of occupations or continuing post-secondary education.

The relationship of the courses or modules to preparation for entry into particular jobs has been shown on the wall charts labeled:

- Health/Cosmetology Career Cluster

- Preparation Requirements for Health/Cosmetology Careers

ORIENTATION - HEALTH OCCUPATIONS

DESCRIPTION

Orientation - Health Occupations ... provides the student with the opportunity to explore some of the career potentials which exist in the vast field of the health industry. It has been predicted that by 1975 this field will be the number one employer in the nation. Due to the rapid changes in the industry and health care delivery systems, over 400 occupational titles have been identified. This module will present some of the significant events in the past which have affected the development of the health field. Vocational, technical, and professional categories of health occupations are discussed, stressing the interrelationships of health care team members. The student is encouraged to make a self-evaluation in regard to job requirements for various occupations within the health field.

LEARNING TIME

Hours: 16

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify significant events occurring in the past which have significantly affected the development of health occupations.
2. Identify current trends which may create changes in the health industry in the near future.
3. Categorize health occupations in the various health areas.
4. Prepare a statement which indicates individual interest, aptitude, and planning for future career preparation.

Acceptable achievement will be determined by subjective instructor evaluation of written material and a minimum of 80% success on objective tests.

MODULE OUTLINE

A. Historical Development and Trends in Health Occupations

1. historical periods in development of medicine and health occupations

2. folk medicine and health practices in ancient and modern societies
3. major scientific studies
4. existing health care systems
5. future health care systems

B. Career Areas in Health Occupations
1. health career levels
   a. vocational
   b. technical
   c. professional
2. allied health careers in office or clinic
   a. medical/surgical
   b. dental
3. nursing and allied areas
4. therapy, technology, and nutrition
5. hospital careers
   a. administration
   b. business
   c. maintenance

C. Health Career Interest Survey
1. purpose of analyzing health career plans
2. self-evaluation
   a. abilities
   b. aptitudes, interest, financial resources
   c. implications for the future with a health career commitment

D. Educational Preparation in Health Occupations
1. occupations requiring minimum of secondary education
2. occupations requiring on-the-job training
3. vocational and technical requirements
4. careers requiring four-year college degree
5. careers requiring post-graduate internship
6. certification and licensing requirements

E. Horizons Unlimited

1. horizontal and vertical advancement
2. basic "core" preparation for technical/vocational health careers
3. basic "core" preparation for health professions
4. a career ladder plan

CURRICULUM MATERIALS

You and a Health Career - Exploring Health Careers, Gordon Lebowitz. Fairchild Publications, 7 East 12th Street, New York, NY 10003

Nursing and Allied Careers - Exploring Health Careers, Gordon Lebowitz. Fairchild Publications

Suggested references: Health Career Guidebook, #2900-0158 Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Horizons Unlimited, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610

Effective Dental Assisting, Schwarzrock, Jensen. Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001

In the Dentist's Office, G. A. Morrison. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Dental Specialist, Technical Manual TM 8-225, U.S. Government Printing Office, Washington, D.C. 20402, stock #0820-0400

Films: Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, CA 90038

"Hospital Careers," 12 minutes, 16mm/color

"Careers in Emergency Medicine," 15 minutes, 16mm/color

Modern Talking Picture Services, 2323 New Hyde Park Road, New Hyde Park, NJ 11040

"The Heritage of Operating Room D," #4719, 17 minutes, 16mm/color

Filmstrips: Lawren Productions, Inc., P.O. Box 1542, Burlingame, CA 94010

"Health Careers - 1" Overview of 23 paramedical occupations

"Health Careers - 2" Occupations requiring one year's training

"Health Careers - 3" Six occupations requiring two to three years' training

"Health Careers - 4" Five careers in therapy

Each filmstrip unit contains: filmstrip, record or tape, and a teaching guide.

LABORATORY ACTIVITIES

1. Participate in a group exploration of a single health career area. The group will prepare posters for display showing vertical and horizontal advancement within that area.
2. Interview individuals in various health career areas and present findings to class members.

LABORATORY MATERIALS

poster-making materials

cassette recorders and tape cassettes (optional)

Polaroid camera and film (optional)

PERSONAL AWARENESS

DESCRIPTION

Personal Awareness ... stimulates the student's confidence and self value through development of good grooming habits, poise, and desirable personality traits. Pride in work well done and professional attitude are stressed.

LEARNING TIME

Hours: 8

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and discuss at least six rules of ethics relating to the specific career field being studied.
2. Identify and discuss at least ten "dos" which relate to development of professional attitude.
3. Identify concerns of personal hygiene which contribute to healthful living.
4. Identify at least six elements of good grooming which should be given daily attention.
5. Demonstrate natural good posture.
6. Identify at least six desirable qualities to develop a pleasing personality and discuss how this may be done.
7. Identify at least six "dos" which lead to acquiring conversational charm.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Professional Ethics

B. Professional Attitude

C. Hygiene and Good Grooming

1. hygienic rules
2. healthy state of mind
3. grooming suggestions

D. Posture

1. standing correctly
2. sitting correctly
3. foot care

E. Personality Development

1. desirable qualities
2. voice
3. conversation

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

Suggested references: Manual for the Nurse's Aide, Evelyn L. Knoedler. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Health Assistant, Esther Caldwell, Barbara R. Hegner. Delmar Publishers, Inc.

Slides (with cassette): Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

"Beautiful Posture for Everyone," series 1

"Standing Positions for Visual Poise," series 2

"Sitting Pretty for All Occasions," series 5

"How to Face an Audience with Poise," series 8

"Personal Hygiene"

"Charm in the Beauty Salon and Professional Projection"

LABORATORY ACTIVITIES

1. Discuss in a small group why it is necessary to wear a uniform and rules which apply to proper grooming
2. Discuss the effects of grooming on patient's/patron's opinion of services provided and co-worker's attitude

3. Prepare a rating sheet which would take into consideration the following factors for self evaluation:

   a. appearance

   b. personality

   c. ability to work with others

   d. initiative and responsibility

   e. professional fitness

LABORATORY MATERIALS

None specified

FUNDAMENTAL HEALTH CARE AND FIRST AID

DESCRIPTION

Fundamental Health Care and First Aid ... concentrates on the study of health care to insure good personal health and to provide proper emergency treatment when circumstances demand. The student performs first aid to treat various conditions and identifies common causes of accidents at home and in the hospital environment. Methods of fire control and safety equipment are examined. Traditional health care settings and vocational adjustments are discussed. The student becomes familiar with simple medical terminology and the major division of diseases.

LEARNING TIME

Hours: 126

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate lifesaving first aid skills used on victims of accidents, injuries, or illness until trained medical personnel arrive.
2. Identify basic safety principles of patient care in the home, hospital, and office.
3. Identify the institutions and their commitment to the prevention, diagnosis, and treatment of acute and extended illness.
4. Define, spell, and use basic medical terminology in the communication process involved in health care services.
5. Recognize common disease conditions, their basic causes, major symptoms, usual treatment and preventive measures.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on objective and written tests.

MODULE OUTLINE

A. First Aid

1. definition and general instructions

2. treating for shock
3. urgent lifesaving measures
    a. control bleeding
    b. reestablish breathing
    c. treating poison victim
4. care of injuries
    a. wounds
    b. fractures
    c. musculoskeletal
    d. burns
5. cardiopulmonary resuscitation
6. medical emergency conditions
7. emergency childbirth
8. treating bites
    a. insect
    b. snake
    c. animal
9. drug abuse emergencies
10. civilian defens

B. Home, Office, and Hospital Safety Practices
1. common causes of accidents
2. common hospital and office hazards
3. fire prevention and control methods
4. equipment safety in health institutions
5. protecting the patient
6. use of restraints and side rails
7. radiation hazards in medical practice
8. accident report forms

C. Health Care Delivery Institutions
1. traditional health care settings
2. public health institutions
3. new style clinics
    a. free clinic
    b. drug abuse
    c. abortion clinic

021

4. voluntary health agencies
5. extended care facilities

D. Vocational Adjustment for Health Personnel
1. uniforms - grooming
2. medical ethic
   a. dependability
   b. confidentiality
3. professional conduct
4. legal responsibility
5. interpersonal relationships
6. personnel policies and the employee
7. emotional, spiritual, and physical needs of patients

E. Medical Terminology
1. prefixes and suffixes
2. origin of root words
3. pronouncing medical terms
4. spelling medical terms
5. use of terminology

F. Diseases
1. pathology and etiology of the disease process
2. disease symptoms
   a. objective
   b. subjective
3. common diseases - systemic and homeostatic components
4. preventive medicine
5. common treatment and therapy

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

First Aid. The American National Red Cross, Washington, D.C.

First Aid Instruction Course #0-410-766, U.S. Department of the Interior, Bureau of Mines, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Transparencies: (accompany above course) U.S. Bureau of Mines, Health and Safety Division of Education, 4800 Forbes Avenue, Pittsburgh, PA 15213

"First Aid"

Encyclopedia and Dictionary of Medicine and Nursing, W. B. Saunders, West Washington Square, Philadelphia, PA 19105

Hospital Research and Educational Trust Books.
Robert J. Brady Company/Prentice Hall Company, Englewood Cliffs, NJ 07632

Nursing Aide

Ward Clerk

Housekeeping Aide

Caring for Children

(Teachers manuals available for the above texts)

Medical Terminology (programed text), Smith. John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10016

Filmstrips: (disc or cassette) Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"EMC - Methods of Artificial Ventilation" #328

"Cardiopulmonary Resuscitation" #329

"Emergency Medical Care II" (release date 1974)

"Emergency Medical Care III" (release date 1974)

"Hospital Fire Safety Procedures" FR 163

LABORATORY ACTIVITIES

1. Practice first aid to treat: shock, hemorrhage, respiratory problems, poisoning, wounds, fractures, burns, cardiac emergency.
2. Practice emergency transporting of victim
3. Practice emergency treatment of insect, snake, and animal bites
4. Practice using fire extinguishers under controlled conditions
5. Practice using features of hospital and clinical equipment that are for safety purposes
6. Fill out sample accident report forms
7. Field trip to local community health facility
8. Demonstrate good personal grooming by wearing proper uniform to class each day and by practicing good personal hygiene

9. Practice pronouncing medical words and terms in small group discussion

LABORATORY MATERIALS

first aid equipment

hospital and clinical laboratory safety equipment

sample accident report forms

SCIENCES FOR HEALTH OCCUPATIONS

DESCRIPTION

Sciences for Health Occupations ... begins with the makeup of the human body, anatomy, and physiology. The student becomes familiar with the major systems of the body and the organs comprising the body systems. The significance of microbiology in the health service occupations is detailed. The student practices aseptic techniques used in modern medical practice. The importance of proper nutrition and the composition of foods and their calorie content is examined. The interaction of the behavioral sciences, psychology and sociology, with medical science is discussed. Finally, some of the concerns of health science as they affect the health occupations are investigated.

LEARNING TIME

Hours: 90

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the major systems that compose the human body by naming the systems, their major organs, their vital functions, and their interrelationships in maintaining homeostasis.
2. Define microbiology as it applies to disease processes in man and its application to the practice of medical and surgical asepsis.
3. Identify the basic nutrients required in the diet to sustain good health.
4. Plan meals using the "basic four" food groups and apply this information to plan therapeutic diets.
5. Identify basic psychological and sociological principles which relate to normal, stressed, and abnormal human behavior.
6. Summarize daily health practices recommended to provide optimum well-being and normal functioning of the human being.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Anatomy and Physiology
   1. definitions
   2. cells, tissue, and organs
   3. major body systems
   4. organs
   5. interrelationships of body systems and homeostasis

B. Microbiology
   1. significance to health services
   2. identification of microorganisms
      a. shape
      b. size
      c. characteristics
   3. how microorganisms produce disease
   4. pathogenic microorganisms
      a. prevention
      b. inhibition
      c. destruction
   5. aseptic techniques

C. Nutrition
   1. definition
   2. food composition
   3. "basic four" food groups
   4. calories
   5. deficiency diseases
   6. normal and therapeutic diets
   7. cultural preferences in foods

D. Behavioral Sciences - Psychology and Sociology
   1. psychological development
   2. social needs of man, cultural variations
   3. mental health practices
   4. psychological disturbances
      a. hereditary
      b. functional
      c. organic

5. impact of social deprivation

E. Health Science

1. World Health Organization
2. daily hygienic practices
3. detrimental effects of
   a. alcohol
   b. drugs
   c. tobacco
4. special health needs for
   a. infant
   b. child
   c. adolescent
   d. teen-ager
   e. adult
   f. pregnant female
   g. aged adult
5. quackery - health implications
6. promoting community health measures

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Life Sciences for Health Technologies, Virginia E. Thomas. Technicourse, Inc., 9112 Hyde Park Drive, Huntington Park Beach, CA 92646

Basic Concepts in Anatomy and Physiology (programed text), Anthony, Catherine Parker. C. V. Mosby Company, 3207 Washington Boulevard, St. Louis, Missouri 63103

Introduction to Asepsis (programed text), Marie M. Seedor. J. B. Lippincott Company

Suggested references: Body Structure and Functions, Elvira B. Ferris, Esther G. Skelley. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Personal, Home, and Community Health, 1st edition 1967, Doris Hasler, Norman Hasler. Macmillan Publishing Company, Inc., 866 Third Avenue, New York, NY 10022

Food, Nutrition and Diet Therapy, Marie Krause. W. B. Saunders Company, West Washington Square, Philadelphia, PA 19105

The Human Body in Health and Disease, 2nd edition 1963, Memmler, Ruth Lundeen. J. B. Lippincott Company

Nutrition and Diet Modifications for the Nurse, Carolynn E. Townsend. Delmar Publishers, Inc.

Filmstrips: (disc or cassette) Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"The Skeletal and Muscular Systems" EMC 324

"The Nervous System and the Cardiovascular System" EMC 326

"Respiratory System, Digestive System and Special Senses" EMC 327

Film: Wyeth Film Library, P.O. Box 8299, Philadelphia, PA 19101

"Sterilization Procedures for the Medical Office," 29 minutes, 16mm/color

Charts: Central Scientific Company, 1700 Irving Park Road, Chicago, Illinois 60613

Human Skeleton Chart

Bacteria Chart

Complete Anatomy Chart Set

LABORATORY ACTIVITIES

1. Working with artificial human torso - identify organs and use proper terms in description
2. Examine human skeleton and identify various parts
3. Test blood type and RH factor using finger puncture for blood
4. Practice aseptic handwashing techniques, medical and surgical
5. Practice putting on sterile gloves, using sterile forceps, and opening sterile supplies
6. Prepare displays of therapeutic diets using pictures and illustrations
7. Plan a menu of nutritious snack foods for a party
8. Role play various psychological behavior patterns for class participation
9. Discuss the failure, if any, of social institutions to cope with human needs and suggest possible solutions
10. Select topics of interest regarding health promotion and present materials by audio or visual means or by building a health information booth as a school activity

LABORATORY MATERIALS

skeleton

model of human torso

blood typing kit

sterile gloves

UNDERSTANDING HUMAN BEHAVIOR

DESCRIPTION

Understanding Human Behavior ... introduces the student to some of the challenges, responsibilities, problems, and satisfactions of being a health worker. The importance of building rapport with patients to develop confidence in the health team, promote faith in the help that is being given, and gain full cooperation in tests and treatments necessary for diagnosis and therapy is stressed. The need of patients for acceptance and understanding without the additional problem of critical or antagonistic behavior from those caring for them is made clear. The student is acquainted with ways to promote a favorable outlook for the patient by relating to each patient as a human being and developing personal techniques for understanding the needs of others.

LEARNING TIME

Hours: 36

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the opportunities for job satisfaction and the responsibilities in serving others as a health worker.
2. Identify at least four methods of applying a philosophy of individual worth.
3. Describe steps taken toward a constructive approach to self-study.
4. List six approaches to self-understanding.
5. Identify a minimum of six major influences on human behavior.
6. Identify several factors which influence the formation of behavior patterns.
7. Describe the meaning of self-concept and its importance to effective living.
8. List four social needs and describe their influence on satisfying relationships with others.
9. Identify types of emotion commonly experienced by everyone.

10. List five ways to improve one's own adjustment through conscious modification of behavior.
11. Identify six life stages requiring individual adjustment.
12. Identify six of the common defense mechanisms.
13. Describe the effects on behavior induced by real or implied threat.
14. List three types of inner conflict and describe means of dealing with conflict.
15. Identify two methods of coping with frustrations.
16. Describe several effects of illness on patient behavior.
17. List six general guidelines when coping with patient behavior.
18. List and define eight common behavior patterns of patients.

Acceptable achievement will be determined by enthusiastic participation in laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. On Becoming a Health Worker
   1. challenges and responsibilities
   2. philosophy of individual worth
   3. self-understanding
B. Understanding Human Behavior
   1. influences on behavior
   2. physical needs
   3. self-approval
   4. acceptance
   5. emotions and behavior
   6. adjustment and patterns of behavior
C. Behavior and Problems in Living
   1. threats to adjustment
   2. defense mechanisms
   3. inner conflict
   4. frustrations
D. Striving to Become an Effective Health Worker
   1. illness and patient behavior

2. coping with patient behavior

3. human relations and the health worker

CURRICULUM MATERIALS

Understanding Human Behavior, A Guide for Health Workers (text), Mary Elizabeth Milliken. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Film: Oxford Films, 1136 North Las Palmas Avenue, Los Angeles, CA 90038

"Reaching Out," 16 minutes, 16mm/color

Filmstrip: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611

"Your Attitude is Showing, a Primer on Human Relations," filmstrip, record, student text, leader's guide, 12 posters

LABORATORY ACTIVITIES

1. Through small group discussion explore the difference between being an "A" student and being a student who strives to do his/her best.

2. Fifteen minute class discussion on the statement: "The patient who is regarded as a 'difficult patient' is the one whose needs are not being met."

3. Suggested topic for small group discussion followed by reports to the class: "Traits I would like to see in a _____ (a specific type of health worker) if I were a patient."

4. Class discussion on early behavior patterns as influenced by a democratic home atmosphere and by an authoritarian home atmosphere.

5. Role play attention-getting behavior which a newcomer to a school might use to relieve the discomfort of being "an outsider."

6. Role play emotional reactions of patients being admitted to a hospital for the first time if the patient is:

   a. a businessman who carries heavy responsibilities and feels he cannot leave his business to take a vacation.

   b. an immigrant who does not speak English.

   c. a child whose father went to the hospital last year and he never returned (someone has told the child that his daddy just went to sleep in the hospital and did not wake up again).

   d. a patient from the ghetto area of a large city who is accustomed to hearing that "they experiment on you in the hospital."

7. In small groups, discuss how parents should prepare a young child to adapt to new experiences.

8. Role play a health worker who breaks an expensive piece of equipment and uses the following defense mechanisms:

   a. projection

   b. withdrawal

   c. rationalization

   d. escape into illness

9. Students in class undoubtedly have personal conflict or conflict related to some aspect of their student role. Solicit a problem from a member of the class; analyze the problem to identify the conflict which exists; explore possible alternatives and their effects.

10. The following topic is suggested for small group discussion followed by reports to the class: In discussing frustration during early childhood in the text, the word "wrong" was placed in quotation marks. Why? What are the implications for future frustration if a young child is subjected to a great deal of emphasis on "right" or "wrong" and "good" or "bad" behavior? How can a young child be helped to learn what behavior is acceptable and what is not acceptable without creating unnecessary frustration?

11. Consider some illness which you have had. Describe your reactions to this illness in terms of the following:

    a. perception of threat

    b. emotional effects

    c. physical discomfort

    d. your behavior when you were having physical discomfort

    e. inconvenience of the illness

    f. effects on your daily habits

    g. effects on your state of adjustment - patterns of behavior you used in attempting to cope with the illness

12. Discuss why a patient should be addressed by name.

LABORATORY MATERIALS

None specified

BODY MECHANICS

DESCRIPTION

Body Mechanics ... acquaints the student with the correct body alignment during walking, sitting, and reclining, and the hazards to the body resulting from strain, stress, and improper body movements. The student practices positioning a patient on the examination table or bed. Problems of ambulating the patient are encountered and the student becomes familiar with the purpose and function of various devices used. The reasons for using special beds and their application are examined. The care and equipment required for orthopedic patients is covered and the principles of rehabilitation are studied. Finally, the patient with special needs resulting from injury or disease is discussed.

LEARNING TIME

Hours: 40

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and apply basic posturing and positioning of the human body to maintain normal healthy body alignment and movement.
2. Demonstrate the ability to position the ill, injured, and bedridden using techniques that preserve normal alignment and prevent abnormalities.
3. Use ambulatory aids, braces, and splints to assist the patient to be up and mobile to the safest and most tolerable level.
4. Transport the ill or injured, observing basic techniques that will provide secure beneficial movement and prevent distress or injury.
5. Demonstrate the use of special equipment designed to care for the patient requiring special positioning and transporting, or restorative and supportive care.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success in written and objective tests.

MODULE OUTLINE

A. Normal Body Alignment at Rest and During Movement
   1. gravity and balance
   2. body position, reclining and at rest
   3. sitting positions
   4. walking and posture
   5. musculoskeletal hazards

B. Basic Positioning of the Patient
   1. supine (dorsal)
   2. lateral - Sims
   3. prone
   4. Trendelenburg
   5. knee-chest
   6. lithotomy
   7. semi-Fowlers - Fowlers

C. Ambulating the Patient
   1. dangling
      a. purpose
      b. preparation
      c. safety
   2. using crutches
   3. using a cane
   4. using a walker
   5. using braces

D. Moving the Patient Using Mechanical Aids
   1. wheelchair
      a. preparation
      b. usage
      c. safety
   2. gurney
   3. Harris roller
   4. Hoyer lift

E. Supplying Needs for a Special Bed

1. Cir-co-lectric bed
2. Stryker frame - Foster frame
3. overhead trapeze
4. bed cradles and foot boards
5. alternating pressure mattress
6. rocking bed

F. Care of the Orthopedic Patient

1. the patient with a cast
2. the fracture bed - bed boards, bed cradle, overhead frame and trapeze
3. traction - skin and skeletal
4. special skin care of the cast patient

G. Principles of Rehabilitation in Patient Care

1. supportive and comfort aids in positioning (hand roll, trochanter roll, foot board, sheepskin, turn sheets, bootees, foam rubber padding)
2. preventing pressure sores (decubitus ulcers)
3. range of motion (passive and active)
4. adaptive and special equipment for self-care (products for grooming, eating devices, transfer boards, and commode/shower chairs)

H. Patient with Special Needs Following Injury or Disease Processes

1. the patient with hemiplegia
2. the patient with paraplegia
3. the patient with quadraplegia
4. the patient with arthritis
5. the patient with an amputation
6. other central nervous system and musculoskeletal diseases; e.g., Parkinsons, multiple sclerosis, cerebral palsy

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

The Nurse Aide (text), Donovan. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

Suggested references: Publications Department, American Rehabilitation Foundation, 1800 Chicago Avenue, Minneapolis, Minnesota 55404

#701 Bed Positioning Procedures

#702 Transfers for Patients with Acute and Chronic Conditions

#703 Range of Motion Exercises, Key to Joint Mobility

#704 Self-care for the Hemiplegic

#705 Assistive Devices for the Handicapped

#706 Handbook of Rehabilitative Nursing Techniques in Hemiplegia

#707 Ambulation for Nurses

#709 Language Problems After a Stroke - A Guide to Communication

#710 Homemaking Aids for the Disabled

#713 Wheelchair Selection More than Choosing a Chair with Wheels

#719 Braces: A Primer for Nurses

#720 Moving and Lifting Patients - Principles and Techniques

Body Structure and Functions, Elvira B. Ferris, Esther G. Skelley. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Film: J. T. Posey Company, 39 South Altadena Avenue, Pasadena, CA 91107

"Use and Application of Posey Safety Products," 28 minutes, 16mm/color (with user's guide)

Filmstrips: (disc or cassette) Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"Positioning to Prevent Contractures" BN 112

"Range of Motion Exercise" BN 113

"Transfer Activities and Ambulation" BN 114

"Use of Patient Lifters" BN 123

"Care of the Patient in Traction" SN 148

"Care of the Patient in Cervical Traction" SN 151

"Care of the Patient in a Cast" SN 152

LABORATORY ACTIVITIES

1. Practice correct body alignment during walking, sitting, and reclining
2. Gather statistics on home and job related injuries

3. Practice positioning a subject on an examination table in positions likely to be requested by a physician
4. Practice use of crutches, cane, walker
5. Position a subject using supportive and comfort aids, practice passive and active range of motion
6. Visit an orthopedic unit, list and diagram special equipment viewed

LABORATORY MATERIALS

examination table or hospital bed

crutches

cane

walker

orthopedic support aids:

- sheepskins
- bed cradle
- hand rolls

DIAGNOSTIC DATA COLLECTION

DESCRIPTION

Diagnostic Data Collection ... prepares the student to assist the physician by collecting valuable data about the patient which is necessary for diagnostic purposes. The basic instruments used for examinations are introduced and the student becomes familiar with their function and preparation. The student practices assisting in securing diagnostic, prognostic, and therapeutic information.

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Secure and record pertinent information for physical evaluation (objective and subjective) on appropriate form.
2. Prepare patient for varying aspects of a physical examination.
3. Set up equipment and trays for: minor surgery, spinal punctures, pelvic examinations, proctoscopic examination, X-ray examination, examinations of eye, ear, nose and throat, chest and abdominal examinations.
4. Perform simple laboratory procedures, routine urinalysis, and simple blood work.
5. Identify and label specimens to be sent to the laboratory.
6. Weigh a patient accurately on a balanced scale and accurately measure height.
7. Test an adult's vision and hearing abilities.
8. Use properly, accurately read, and properly care for thermometers; record body temperature taken orally, rectally, or by axilla.
9. Count to determine rate (1 minute or 30 seconds x 2); distinguish quality, rhythm, and record radial (wrist), carotid (neck), dorsalis pedis (instep), or apical (stethoscope-chest) pulse with accuracy. Report unusual findings. Do apical-radial pulse.

10. Count to determine the rate (1 minute or 30 seconds x 2), the inhalation and exhalation (respiration) of the patient's breathing pattern; record.

11. Properly cuff (smooth, neat, and patient relaxed) and take a systolic (first sound heard) and diastolic (last sound heard) reading with either an aneroid or mercury sphygmomanometer and accurately record blood pressure on proper form.

12. Instruct patient, observe, and collect the following specimens: urine (routine and 24 hour), stool, sputum, or vomitus with medical asepsis.

13. Collect and test urine for sugar and acetone, record results and report to team leader. (Clinitest, clinistix, testape, ketostik and acetest)

14. Take accurate vital signs including patient's level of consciousness: alertness, restlessness, stupor, or coma.

15. Test patient's neurological signs.

16. Strain urine and make observations.

17. Label, secure requisitions, and take specimens to laboratory.

18. Demonstrate how to admit a patient with adequate orientation to surroundings: use of bed, signal light, side rails, policies, intercommunication with safety and regard for patient's personal belongings and self, valuables, phone and television.

19. Demonstrate how to transfer a patient from one department to another introducing patient to new staff and unit.

20. Discharge a patient with safety and regard to personal belongings, valuables, diet instructions, medications to be taken home, and business office clearance.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

I. Office Diagnostic Data Collection and Procedures

A. Assisting the Physician

1. mental and physical preparation of patient
2. history taking - patient record
3. equipment, supplies, trays
4. simple laboratory procedures, routine urinalysis, and simple blood work

5. ear, eye, nose and throat examination
6. genito-urinary examination, vaginal examination and pap smear
7. sigmoidoscopic, proctoscopic, and rectal examinations

B. Securing Diagnostic, Prognostic, and Therapeutic Information
1. mental and physical preparation of patient
2. vital signs: TPR, BP
3. recording
4. height and weight measurement
5. vision and hearing test
6. urine collection

II. Clinic Diagnostic Data Collection and Procedures

A. Hospital Procedures
1. physical and mental preparation of patient
2. equipment, supplies, trays

B. Specimen Collection and Observation of Signs and Symptoms
1. patient informed regarding collection technique
2. observation of patient
3. specimens collected
   a. urine
   b. feces
   c. vomitus
   d. sputum
4. containers, labels, requisitions
5. diabetic urine testing
6. specific gravity/occult blood
7. neurological signs and level of consciousness
8. straining urine

C. Hospitalization
1. procedures
   a. admitting
   b. transfer
   c. discharge
2. preparation of unit

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3. observing and charting
4. communication
    a. verbal
    b. nonverbal

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Manual for the Nurse's Aide (text), Evelyn L. Knoedler. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Suggested references: Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611

Being a Nursing Aide

Training the Ward Clerk

Basic Nursing Procedures, Grace V. Hornemann. Delmar Publishers, Inc.

Medical Health Manual and Dictionary, Rothenberg. Signet Book Publishers, New American Library, 1301 Avenue of the Americas, New York, NY 10019

LABORATORY ACTIVITIES

1. Distinguish type and use of forms; practice filling out forms
2. Practice identifying types of equipment and trays
3. Practice using the scale for determining patient's weight
4. Practice observing and recording vital signs
5. Identify specimen containers, labels, and requisitions
6. Secure urine specimen and urine testing tray and follow steps for diabetic testing, testing for specific gravity, and explain testing procedures for occult blood
7. Identify equipment for straining urine
8. Demonstrate by role playing or verbal means the procedure for admitting, transferring, and discharging a patient
9. Chart observations and information on proper forms

LABORATORY MATERIALS

samples of laboratory test forms

urine testing equipment tray

specimen collection containers for urine, feces, sputum, and vomitus

samples of admission, transfer, and discharge forms

thermometer

sphygmomanometer

stethescope

watch with second hand

scales

PHARMACOLOGY

DESCRIPTION

Pharmacology ... develops an awareness in the student of the importance of carefully reading and following directions. The history and vocabulary of drug treatment is described and the student becomes familiar with the types and sources of drugs. Methods of administering drugs and their reactions are discussed. The legal aspects of drug administration and examples of malpractice are touched upon.
(Instructor should adapt module to medical or dental situation.)

LEARNING TIME

Hours: 15

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Recognize and identify drugs and preparations used in association with medical (dental) treatment.
2. Demonstrate the use, care, and storage of medicaments according to regulations of the Food and Drug Administration.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Introduction to Pharmacology
   1. history
   2. vocabulary

B. Classification of Drugs
   1. source of information
   2. source of drugs
   3. types

C. Administration of Drugs
   1. methods
   2. precautions
D. Effects of Drugs
   1. reactions
   2. antidotes
E. Legal Aspects
F. Prescriptions
   1. initiator
   2. records
G. Care and Storage of Medicaments

CURRICULUM MATERIALS

The Dental Assistant (text), 4th edition, Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

Suggested references: Medications and Mathematics for the Nurse, Esther G. Skelley. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

LABORATORY ACTIVITIES

1. Practice identifying and categorizing sample drugs
2. Practice recording use and reaction of drugs on patient
3. Role play administration of drugs

LABORATORY MATERIALS

sample medications

THERAPEUTIC PROCEDURES

DESCRIPTION

Therapeutic Procedures ... acquaints the student with the psychological and physical preparation of the patient. Care of the equipment and environment is also an important consideration covered in this module. The use of hot and cold applications for the reduction of persistent high fever and the relief of pain is demonstrated. The process of hypothermia and means of achieving it are practiced. The purpose and use of moist applications are examined.

LEARNING TIME

Hours: 20

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the underlying principles of cold applications.
2. Apply cold applications as ordered with safety and prevention of complications.
3. Describe the underlying principles of applications of heat.
4. Apply applications of heat as ordered with safety and prevention of complications.
5. Secure information from the patient or family pertinent to the care of the patient and record on proper forms.
6. Provide mental reassurance to the patient and family, keeping patient informed of treatment.
7. Identify the instruments and trays essential to the treatment of the patient in the emergency room.
8. Apply sling and apply bandages.
9. Assist with gastric lavage.
10. Use the autoclave.
11. Assist physician in the cast room.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Preparing the Patient
   1. psychological
   2. physical

B. Care of the Environment
   1. lighting
   2. ventilation
   3. room orderliness

C. Aftercare of Equipment

D. Cold Applications
   1. underlying principles
   2. uses and effects
   3. safety and complications
   4. methods
      a. ice cap/collar
      b. aqua-K-pad
      c. compresses
      d. mist tent
   5. reducing patient's temperature
      a. alcohol and tepid sponge bath
      b. hypothermia blanket

E. Heat Applications
   1. underlying principles
   2. uses and effects
   3. safety and complications
   4. methods
      a. hot water bottle
      b. aqua-K-pad
      c. sitz bath
      d. compresses
      e. arm and foot soak

f. heat lamp

g. stupe kettle

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Basic Nursing Techniques (programed text), Anderson. W. B. Saunders Company, West Washington Square, Philadelphia, PA 19105

Suggested references: Basic Nursing Procedures, Grace V. Hornemann. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Manual for the Nurse's Aide, Evelyn L. Knoedler. Delmar Publishers, Inc.

Filmstrips: (disc or cassette) Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"PC Local Applications of Heat and Cold"

"Emergency Medical Care"

LABORATORY ACTIVITIES

1. Practice preparation of ice cap and collar, aqua-K-pad, compresses, alcohol and tepid sponge bath
2. Examine in clinical setting (hospital) hypothermia blanket and mist tent setup - observe and assist instructor set these up for practice
3. Practice preparation of hot water bottle, sitz bath, and compresses
4. In clinical setting examine heat lamp, arm and foot soak, and stupe kettle - assist patient with sitz setup
5. Visit a physical therapy unit in a local clinical facility and observe treatments being performed (paraffin wax applications if possible)
6. In clinical setting (GYN - Obstetric) observe use of perineal bake
7. Visit emergency room and have staff demonstrate setup and equipment used in preparation for emergencies
8. In emergency cast room receive instructions on cast room equipment and supplies and observe cast application when possible

LABORATORY MATERIALS

ice cap

ice collar

alcohol

compress material

hot water bottle

aqua-K-pad - if available or observe in clinical setting

PATIENT CARE

DESCRIPTION

Patient Care ... prepares the student to perform health routines centering around activities of daily living including personal care, cleanliness, and environmental maintenance. The student learns to recognize the patient's diet and fluid needs and is able to substitute, supplement, or detect errors.

LEARNING TIME

Hours: 80

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Give a bedbath that will cleanse, refresh, provide exercise, increase circulation, and afford the opportunity to make observations.
2. Give a safe tub bath.
3. Set up and assist patient with shower and shampoo.
4. Adapt type of bath given to meet the needs of the patient, complying with doctor's orders.
5. Fulfill requirements of good grooming by seeing that hair, nails, mouth, and shaving are properly taken care of.
6. Follow decubitus care procedure.
7. Give a bed shampoo with minimal amount of discomfort to the patient.
8. With appropriate linen make open, closed, occupied, and special beds with firmness and neatness.
9. Adjust bedmaking to needs of patient: bed cradle, footboard, alternating pressure mattress, and home environment.
10. Provide fresh drinking water and extra nourishment to the patient.
11. Serve, assist, and feed a patient.
12. Measure intake (fluids taken by mouth) every shift; total and record.

13. Describe the process whereby a patient is fed: gastric gavage, gastrostomy, or intravenous.

14. Observe the level of intravenous fluid and recognize infiltration.

15. Ambulate the patient with an intravenous feeding or naso-gastric tubing; disconnect and plug without contamination.

16. Change the hospital gown of a patient who is having an intravenous feeding.

17. Report need or change a colostomy/ileostomy bag without emotional strain on patient.

18. Care for patient with a urinary drainage unit: ambulation, disconnecting, intermittent clamping, or removal of Foley retention catheter, as well as know how to use a leg bag for urine collection.

19. Initiate bladder and bowel training by assisting patient to commode or bedpan after suppository insertion or offering bedpan every two to three hours.

20. With graduate, measure output (urine, emesis, diarrhea, hemovac, and naso gastric suction). During shifts keep accurate output account; record and total at end of shift; record on patient's chart. Check voiding; measure and chart.

21. Irrigate Foley retention catheter with minimal discomfort to patient, maintaining proper technique.

22. Set up equipment and prepare patient and administer a colonic irrigation, or give a cleansing enema: soap suds, saline, oil retention, commercial, or tap water.

Acceptable achievement will be determined by successful accomplishment of laboratory activities under professional supervision in a clinical setting and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Patient's Personal Hygiene

1. bedbath
2. shower
3. tub bath
4. partial bath
5. shampoo and back rub
6. oral hygiene
   a. denture care
   b. special mouth care

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7. grooming
    a. care of nails
    b. hair
    c. shaving
    d. dressing
8. decubiti
    a. prevention
    b. treatment

B. Care and Maintenance of Patient's Unit
1. principles of nursing
    a. safety
    b. cleanliness
    c. comfort
    d. efficiency and economy
2. linen and supplies
3. bedmaking
    a. open
    b. closed
    c. occupied
4. special needs
    a. bed cradle
    b. footboard
    c. overhead frame
    d. trapeze
    e. alternating pressure mattress

C. Patient's Diet and Fluid Needs
1. serving, assisting and feeding
2. tray identification
3. extra nourishment - fresh drinking water
4. gavage, parenteral, nothing by mouth
5. recording

D. Assistance and Supervision of Elimination Needs

1. introduction to devices
   a. bedpan
   b. urinal
   c. commode
2. external and internal care of patient with retention catheter
   a. leg bag
   b. ambulation
   c. disconnection and plugging
   d. intermittent clamping
   e. discontinuation
   f. check voiding
3. irrigation
4. naso gastric suction
5. hemo vac for wound drainage
6. care of colostomy
7. recording

E. Elimination Problems

1. urinary and bowel
2. suppository
3. flatus bag
4. cleansing and retention enema
5. colonic irrigation
6. bowel and bladder training

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Suggested references: Health Assistant, Esther Caldwell, Barbara R. Hegner. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Basic Nursing Procedures, Grace V. Hornemann. Delmar Publishers, Inc.

Manual for the Nurse's Aide, Evelyn L. Knoedler. Delmar Publishers, Inc.

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Filmstrips: (disc or cassette) Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"Bed Bath" BN103

"Showers and Tub Bath" BN122

"Occupied Bedmaking" BN104

"Feeding the Patient" BN107

"The Prevention and Treatment of Decubitus" PC185

"Intake and Output" PC173

"Colostomy Irrigation" SN141

"Colostomy Care" HI268

"Cleansing Enema" BN102

"Bowel and Bladder Training" BN115

"Urinary Care" BN106

"Cleaning the Check-out Room" HK132

Pamphlets: Publications Department, American Rehabilitation Foundation, 1800 Chicago Avenue, Minneapolis, Minnesota 55404

Nursing Care of the Skin #711

Care of Patients with Bowel and Bladder Problems #714

Living Comfortably with your Colostomy #717

Living Comfortably with your Ileostomy #718

The American Journal of Nursing, c/o Educational Division, 10 Columbus Circle, New York, NY 10019

The Closed Urinary Drainage System

LABORATORY ACTIVITIES

1. Practice patient care procedures with laboratory partner (role playing) or mannequin
2. In clinical setting examine shower facilities, shower chairs
3. In clinical setting develop skill under supervision: patient care procedures - care of nails, hair, oral hygiene, etc.
4. Practice using hospital forms: intake and output, nurses notes, kardex
5. With a laboratory partner or mannequin practice serving, assisting, and feeding a patient
6. In a clinical setting observe gavage and parenteral feeding

7. Set up and demonstrate procedure for use of rectal tube, using a Chase mannequin
8. Prepare and administer four types of nonretention enemas to Chase mannequin: soap, saline, tap water, commercial
9. Prepare a report on the commercially made devices and equipment which the colostomy patient may use for self care - include cost of the products, how they should be used, and their advantages and disadvantages
10. Set up and catheterize a Chase mannequin using sterile technique
11. Set up and demonstrate irrigation of the Foley catheter, using a Chase mannequin - use aseptic technique

LABORATORY MATERIALS

Chase mannequin

samples of hospital forms:

- intake and output
- nurse's notes

enema trays

female catheterization tray

rectal tubes

ADVANCED NURSING SKILLS

DESCRIPTION

Advanced Nursing Skills ... is an enrichment module which may be undertaken by the student who is likely to go on to an advanced nursing program. It should not be attempted without previous nursing instruction or completion of the other medical health modules. The module is concerned with pre- and postoperative care of the patient. The student is introduced to patient care in specialized areas. The module depends upon clinical visitation and observation.

LEARNING TIME

Hours: 60

OBJECTIVES

Given the appropriate instruction, materials, and clinical observation the student will be able to:

1. Assist with the physical and mental support of a patient before surgery.
   a. review preoperative check-off list
   b. carry out procedures ordered by physician
   c. set up and prepare patient, give instruction to the patient, or administer a vaginal irrigation
   d. perform a skin scrub and/or shave the skin
2. Assist with the physical and mental support of a patient after surgery.
   a. make an anesthetic or postoperative bed for easy accessibility
   b. care for the postoperative patient carrying out post-operative procedures, providing nursing care with alertness, and reporting observations
   c. provide sterile cleanliness to perineal area after surgery or delivery
   d. change dressings and binders
   e. male nursing assistant, using sterile technique, will be able to perform a male catheterization with minimal discomfort to the patient

3. Care for a patient requiring advanced nursing care due to physical or mental condition.

   a. demonstrate how to give physical and emotional support to the critically ill patient and family including: positioning, special mouth care, cleanliness, privacy, and thoughtfulness

   b. Following safety rules, care for a patient receiving oxygen and make adequate observations. Be able to offer other respiratory maintenance such as intermittent positive pressure breathing treatments, ultrasonic, and tracheostomy care

   c. adjust communication skills to meet the needs of patients with special mental problems - give special attention toward those with suicidal tendencies

   d. care for the patient's body after death with composure and respect

   e. care for the patient in isolation by employing special precautions and special procedures

   f. provide skilled nursing care to patient with: diabetes (cleanliness - infection prevention), heart disease, senility, cancer, arthritis

4. Care for the patient in specialized areas: orthopedic, maternity, labor and delivery, nursery, pediatrics, intensive care and recovery room units.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Preoperative Care
   1. skin preparation
      a. shave
      b. scrub
   2. vaginal douche
   3. preoperative check-off list

B. Postoperative Care
   1. postoperative bed
   2. nursing care
      a. turn
      b. cough
      c. deep breatning

d. blow bottles

e. vital signs

f. check voiding

3. dressings and binders

4. perineal care

5. male catheterization

C. Advanced Nursing Care

1. geriatric patient

2. heart disease

a. cerebrovascular accident

b. myocardial infarction

c. congestive heart

3. respiratory maintenance

a. oxygen

b. intermittent positive pressure breathing

c. emphysema

d. tracheostomy

4. cancer

5. diabetes mellitus

6. communicable disease

7. burns

8. anemia

9. mental illness

10. critically ill/dying patient

D. Care of the Patient in Specialized Areas

1. orthopedic

2. maternity

a. labor and delivery

b. nursery

3. pediatrics

4. intensive care and recovery room units

CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Suggested references: The Will to Live, Arnold Hutschnecker. Doubleday Publishing, 501 Franklin Avenue, Garden City, NY 11530

Filmstrips: Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"Personal Care in Long-term Illness" BN111

"Preoperative and Postoperative Care" BN116

"Application of Binders and Bandages" BN121

"Tracheostomy Care" SN142

"Care of Patient in Traction" SN148

"Oxygen Administration" SN149

"Preoperative Skin Preparation" PC179

"Care of Patient With Head Injury" PC190

"Congestive Heart Failure" PC202

"What is Emphysema?" HI216

"Nursing Care in Seizure Disorders" PC240

"Myocardial Infarction: Nursing Care" PC246

"Care of Patient With Terminal Carcinoma" PC249

LABORATORY ACTIVITIES

1. Identify equipment for genitourinary procedures
2. In small groups discuss pre- and postoperative care as witnessed in clinical visits
3. Demonstrate the use of various binders
4. Demonstrate postoperative bedmaking

LABORATORY MATERIALS

douche tray

male catheterization tray

perineal care tray

binders:

- abdominal
- "T"
- scultetus

ADVANCED CLINICAL SKILLS

DESCRIPTION

Advanced Clinical Skills ... is an enrichment module which may be undertaken by the student who is likely to continue studying to become a licensed vocational nurse or a registered nurse. The student practices methods of sterilization and disinfection and methods of storing aseptic supplies and instruments. The form, effects, and administration of drugs is reviewed as well as recording medication and observation of results. The student becomes acquainted with the electrocardiogram, its function and operation. Student participation in clinical observation is stressed.

LEARNING TIME

Hours: 60

OBJECTIVES

Given the appropriate instruction, materials, and clinical observation the student will be able to:

1. Clean, sterilize, and store supplies and equipment in the office or clinic to prevent infection and cross contamination using asepsis and techniques required for cold sterilization and autoclaving.
2. Apply techniques required in the administration of medication as prescribed by the physician using oral, topical, inhalation and injectable methods, observing safety rules and being alert to allergies, side effects, and reactions.
3. Chart properly the administration of medication.
4. Properly prepare the patient, unit, and equipment for administration of an electrocardiogram as ordered by the physician.
   a. operate the equipment properly to obtain a clear reading
   b. mount the readout for interpretation by the physician
   c. clean and maintain the equipment

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Techniques for Sterilization and Disinfection
   1. cleaning instruments and equipment
   2. packaging supplies and instruments for processing
   3. autoclaving
   4. cold sterilization
   5. storage of sterile and aseptic supplies and instruments

B. Materia Medica (Pharmacology) in Office and Clinic Practice
   1. action of drugs
   2. forms of drugs
   3. responsibility for medication orders and prescriptions
   4. measuring systems for drug administration
   5. administration of drugs
      a. oral
      b. topical
      c. inhalation
      d. intramuscular
      e. subcutaneous
      f. intradermal
      g. intravenous
   6. recording medication and observation of results
   7. narcotics - usage and federal regulations for control in offices, clinics, and other institutions for health care

C. Operating the Electrocardiogram (ECG)
   1. purpose of the ECG
   2. preparation of equipment and patient for the procedure
   3. operating the ECG machine
   4. safety in the operation of the equipment
   5. mounting the record
   6. machine maintenance

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CURRICULUM MATERIALS

Simplified Nursing (text), Hoffman, Lipkin, Thompson. J. B. Lippincott Company, East Washington Square, Philadelphia, PA 19105

Suggested references: Pharmacology in Nursing, Bergerser, Krug. C. V. Mosby Company, 3207 Washington Boulevard, St. Louis, Missouri 63103

Introduction to Electrocardiograph. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

Nurses Guide to Cardiac Surgery and Nursing Care. McGraw-Hill, Inc.

Filmstrips: Trainex Corporation, P.O. Box 116, Garden Grove, CA 92642

"How to Take An Electrocardiogram" PC204

"Subcutaneous and Intramuscular Injections" SN143

"Insulin Injection" DCS0023

LABORATORY ACTIVITIES

1. Practice preparation of materials and supplies for autoclave including: rubber goods, dressings, and instruments
2. Prepare instruments for "cold" sterilization
3. Store supplies and rotate usage
4. From stock medication practice preparing, measuring, and pouring correct dosages of oral medication per doctor's orders
5. Practice injections on oranges and on laboratory partners following safe and sanitary procedures
6. Chart correct reactions and observations
7. Practice preparation of laboratory partner, unit, and equipment for electrocardiogram
8. Administer electrocardiogram and mount reading for physician's interpretation
9. Clean equipment and maintain unit
10. Record visit and observations made during the electrocardiogram

LABORATORY MATERIALS

dressings, rubber gloves, instruments for autoclaving

sample medications for dosage preparation

syringes

electrocardiograph equipment (if available) or use clinic equipment for observation and practice

MEDICAL/DENTAL OFFICE SKILLS

DESCRIPTION

Medical/Dental Office Skills ... acquaints the student with office routine and procedures. The importance of public relations and communication is stressed. The legal aspects of medical practice are presented including contracts, consents, malpractice, and negligence. The student becomes familiar with the various forms and procedures followed in keeping health, business and insurance records, as well as telephone techniques and maintaining correspondence.
(Instructor should adapt module to medical or dental situation)

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Demonstrate entry-level adjustments to the medical or dental office as specified in state medical/dental legal acts and in role definition.
2. Initiate and maintain
   a. patient records
   b. appointment book
   c. schedules
   d. inventory and supplies
   e. office environment
   f. correct telephone techniques
   g. correspondence
3. Perform business-related office management skills such as
   a. collection of fees
   b. billing
   c. bookkeeping
   d. banking

e. filing

f. processing insurance forms

g. transcribing from dictating machine

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Jurisprudence

1. ethics

a. principles of American Medical Association (AMA) and American Dental Association (ADA)

b. Hippocratic oath

c. state medical and dental practice acts

2. malpractice - moral and legal responsibility

a. doctor - dentist

b. medical - paradental personnel

c. patient

3. legislation

a. state labor code

b. workmen's compensation

c. unemployment insurance

d. health and safety

e. social security

B. Human Relations

1. patient orientation

2. channels which facilitate organization

a. institution

b. agency

c. office

d. home

3. communication

a. formal

b. informal

4. team approach
    a. group vs individual
    b. assignment of care
    c. supervision of care
    d. intraprofessional
    e. interprofessional

C. Office Procedures
    1. telephone technique
    2. reception duties
    3. patient records
        a. acquaintance
        b. case history
        c. charting
        d. treatment
        e. financial
    4. office records
        a. appointment book
        b. appointment card
        c. daily work sheet
        d. receipt book
        e. ledger
        f. check book
    5. appointment control
        a. time
        b. patient
        c. operative procedure

D. Bookkeeping - manual, machine, data processing
    1. daily entries
    2. weekly summary
    3. monthly summary
    4. yearly summary

E. Office Management
    1. banking procedure
        a. forms
        b. statement
        c. reconciliation
    2. financial arrangements
        a. office plans
        b. bank plans
    3. credit and collection
    4. office correspondence
        a. incoming
        b. outgoing
    5. files
        a. business
        b. patient
F. Insurance
    1. terminology
    2. types
        a. state
        b. union
        c. private
        d. company
    3. forms
        a. charting
        b. form completion
G. Supplies and Inventory
    1. supplies
        a. types
        b. storage
        c. sources
    2. inventory control
        a. ordering
        b. indexing
        c. receiving
        d. repair and replacement

H. Maintaining Pleasing Office Environment

1. reception area
2. doctor's office - work area
3. waiting room

CURRICULUM MATERIALS

The Medical Assistant (text), Bredow, Cooper. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

Accompanying workbook and teacher's manual. McGraw-Hill, Inc.

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Course II - Secretarial Procedures, Bureau of Correspondence Instruction, University of North Carolina, University Extension Division, Chapel Hill, N.C. 27514

Suggested references: The Nurse and the Law. W. B. Saunders Company, West Washington Square, Philadelphia, PA 19105 (1968)

Dental Jurisprudence. W. B. Saunders Company (1963)

Medical Record Forms for Hospitals: Guide to Preparation, Publication No. 2450, Ella Thompson, Claire Hoffman, and Gladys Lipkin. American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 (1963)

Films: Wyeth Film Library, P.O. Box 8299, Philadelphia, PA 19101

"Case in Point," 16mm/color

American Dental Association, 211 East Chicago Avenue, Chicago Illinois 60611

"Jeopardy - A Story of Dental Malpractice," 16mm/color

LABORATORY ACTIVITIES

1. Role play telephone techniques
2. Role play making appointments
3. Practice filling out forms
4. Make supply inventory lists
5. Practice bookkeeping procedures
6. Fill out insurance forms
7. Take dictation from transcribing machine
8. Type office correspondence
9. Maintain proper office environment

LABORATORY MATERIALS

samples of various forms that would be used in a medical/dental office

sample insurance forms

telephone

typewriter

transcribing machine

DENTAL ANATOMY AND PHYSIOLOGY

DESCRIPTION

Dental Anatomy and Physiology ... acquaints the student with the makeup and functions of the oral cavity, bones of the skull, and muscles of mastication. The cranium and the skeleton of the face are examined in detail since dentistry is concerned with teeth and the tissues which connect the teeth to the skull. The chronological growth of the teeth and supporting structures is presented and the student becomes familiar with characteristic surfaces and landmarks of the teeth.

LEARNING TIME

Hours: 30

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and describe from diagrams provided, the function of the oral cavity, bones of the skull, muscles of mastication, glands, nerves, and blood vessels.
2. Present chronologically the growth and development of the teeth and supporting structures.
3. Identify surfaces and landmarks of the teeth.
4. Describe the function of dental arches.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Anatomy of the Head and Neck
   1. oral cavity
      a. soft tissue
      b. tissue

2. bones of the skull
    a. maxilla
    b. mandible
3. muscles
4. glands
    a. salivary
    b. lymphatic
5. nerves
6. blood vessels

B. The Teeth and Supporting Structures
1. primary and permanent dentition
2. individual characteristics
    a. cusps
    b. grooves
3. occlusion, malocclusion
4. supporting structures
    a. alveolar bone
    b. periodontal membrane
    c. mucosa

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Suggested references: The Division of Education Services, Milner-Fenwick, Inc., 3800 Liberty Heights Avenue, Baltimore, Maryland 21215

Workbook for the Dental Assistant Training Program

Learning unit two: Anatomical Structures of the Oral Cavity, Part I

Learning unit three: Anatomical Structures of the Oral Cavity, Part II

Films: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

"The Inferior Alveolar, Lingual and Buccal Nerve Block"

"The Infraorbital, Posterior Superior Alveolar and Palative Nerve Blocks"

"Functional Anatomy of the Temporomandibular Joint"

16mm/color

Slides: American Dental Association

"Occlusion and Malocclusion"

"Periodontal Disease: Prevention and Treatment"

"Pulp Pathology and Periodontal Disease"

16mm/color

LABORATORY ACTIVITIES

1. With a partner using a mouth mirror, identify the following:
   a. differences in teeth
   b. mucosa
   c. tongue vascular system
   d. any abnormal coloring of the gingival tissue
   e. labial frenum
2. With the aid of a skull, locate the maxilla and mandible
3. With a partner using a skull, identify and chart the major muscles of mastication and describe their function
4. With a partner practice naming the major salivary glands and diagram their location
5. With a partner using a skull, locate the trigeminal nerve and describe its importance
6. With a partner using a skull or typodont, identify teeth and the surfaces of teeth. Practice identification of parts of teeth and supporting structures

LABORATORY MATERIALS

model of human skull

typodont (mandible or maxilla model)

STERILIZATION AND DISINFECTION

DESCRIPTION

Sterilization and Disinfection ... familiarizes the student with the hazards of transmitting communicable diseases through microorganisms. Interfering with their growth and activities is accomplished with sterilization and disinfection. The student practices methods of sterilization and testing procedures.

LEARNING TIME

Hours: 25

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe methods of transmitting microorganisms.
2. Identify methods of sterilization.
3. Demonstrate methods and techniques of sterilization and disinfection.
4. Demonstrate testing of sterilization procedures.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Microorganisms
   1. tuberculosis bacillus
   2. infectious and "serum" varieties of hepatitus
   3. resistant bacterial spores

B. Methods of Sterilization and Disinfection
   1. heat (dry)
   2. autoclaving (moist)
   3. flaming
   4. hot-oil methods

5. molten metal - glass beads
6. cold and freezing
7. drying
8. chemical disinfectants
9. formaldehyde preparations
10. mercury preparations
11. phenol compounds
12. quarterary ammonium chlorides
13. alcohol
14. ultraviolet
15. laminar air flow

C. Techniques of Sterilization and Disinfection
1. chemical disinfectant
   a. zephiran chloride
   b. benzalkonium chloride
2. dry heat
3. autoclaving
4. glass bead

D. Testing of Equipment

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Suggested reference: Microbiology for the Nurse, Elvira B. Ferris. Delmar Publishers, Inc.

Filmstrip: Warner-Lambert Pharmaceutical Company, Division of Warner Chillcott Laboratories, 201 Tabor Road, Morris Plains, New Jersey 07950

"The Story of Dr. Lister," B/W cassette

Films: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

"Oral Sepsis: The Unseen Problem," 16mm/color

Wyeth Film Library, P.O. Box 8299, Philadelphia, PA 19101

"Sterilization Procedures for the Medical Office," 29 minutes, 16mm/color

Parke Davis & Company, Detroit, Michigan 48232

"The Heritage of Operating Room D," 16mm/color

LABORATORY ACTIVITIES

1. Practice autoclaving instruments used in all tray setups - must pass the speed clave and Harvey autoclave with 100% accuracy before entering clinical experience
2. Practice mixing concentrate and filling chemical disinfectant containers - thoroughly scrub instruments before placing in solution
3. Practice cleaning operative: wiping specified handpieces with alcohol, washing instruments, and sterilize and disinfect within five minute time limit
4. Practice using indicator tape and temptube indicators to determine if sterilizer is functioning properly

LABORATORY MATERIALS

autoclave

chemical disinfectants

alcohol

indicator tape

temptube indicators

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DENTAL MATERIALS

DESCRIPTION

Dental Materials ... acquaints the student with the physical and chemical properties of materials commonly used in dental work. Activities include manipulating the substances and becoming familiar with chemical formulas.

LEARNING TIME

Hours: 30

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the physical and chemical properties of dental materials.
2. Describe the proper utilization of various materials commonly used in dentistry.
3. Differentiate and discuss dental materials by chemical formula.
4. Identify and manipulate the following:
   a. gypsum products
   b. impression materials
   c. cements
   d. metals
   e. porcelain
   f. abrasives
   g. base materials

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Basic Physical and Chemical Properties of Dental Materials
   1. measuring systems

2. classification and laws of mass and matter
    a. liquids
    b. solids
    c. gases

B. Classification of Dental Materials
    1. gypsum products
    2. impression materials
        a. colloids
        b. compounds and waxes
        c. rubber base silicone
    3. cements
        a. zinc oxide - eugenol
        b. zinc phosphate
        c. silicate
    4. acrylic
    5. metal
        a. pure
        b. alloys
        c. amalgams
    6. synthetic porcelains
    7. abrasives
    8. base materials

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Suggested references: Dental Science Laboratory Guide, Benson, Kipp. Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001

The Nature of Dental Materials, A General Discussion for Dental Hygienists and Assistants, F. A. Peyton, D.Sc., University of Michigan School of Dentistry. Overbeck Company Publishers, Ann Arbor, Michigan

Film Loops: Milner-Fenwick, Inc., 3800 Liberty Heights Avenue, Baltimore, Maryland 21215

"Materials Commonly Used in Dentistry" 2377FL

"Preparing Restorative Material: Amalgam" 2378FL

"Preparing Restorative Material: Silicate, Zinc Oxide, Eugenol" 2379FL

"Preparing Restorative Material: Zinc Phosphate Cement" 2380FL

Films: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

"Dental Amalgam: Failure Caused by Moisture Contamination"

"The Pre-proportioned Dental Amalgam, Its Preparation and Condensation"

16mm/color

LABORATORY ACTIVITIES

1. Practice using a scale to measure proper amounts of gypsum products
2. Practice mixing gypsum products and determine if they are hygroscopic and give off heat
3. Practice pouring rubber mold models
4. Practice mixing the following impression materials according to manufacturer's recommendations:
   a. hydrocolloid
   b. rubber base (silicones)
   c. alginate
   d. compounds and waxes
5. Practice mixing the following cements and determine whether paper or glass slab is required:
   a. zinc oxide and eugenol
   b. zinc phosphate
   c. silicate
6. Practice mixing amalgams, filling carrier, and passing to partner within specified time - avoid contaminating with moisture or allowing mercury to touch rings or other jewelry
7. Practice mixing synthetic porcelain restorative material, selecting correct spatula and glass slab

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8. Practice using abrasives to polish (fine, medium, or coarse) and indicate proper use of each
9. Practice mixing germicidal concentrates for disinfecting solutions

LABORATORY MATERIALS

scale

mold models

impression materials

amalgams

restorative materials

polishing abrasives

disinfecting materials

paper slabs

glass slabs

LABORATORY PROCEDURES

DESCRIPTION

Laboratory Procedures ... develops skills in performing laboratory techniques which can be effectively accomplished by the dental assistant. The identification, function, and safe use of equipment is practiced. Preventive maintenance and cleaning of equipment and instruments is demonstrated. Basic skill in manipulating laboratory materials in the fabrication of dental prostheses is acquired. The student prepares impression materials and becomes familiar with material formulas.

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and label dental laboratory equipment and materials, demonstrating safe and proper procedures for their use, handling, and storage.
2. Demonstrate preventive maintenance, cleaning, and care of dental laboratory equipment and instruments according to manufacturer's recommendations.
3. Identify, select, or construct impression trays appropriate to the impression technique.
4. Demonstrate the function and use of dental waxes.
5. Demonstrate proper manipulation of laboratory materials in the fabrication of dental prostheses.
6. Identify and manipulate dental impression materials according to manufacturer's recommendations.
7. Identify kinds of models and material formulas and demonstrate the preparation of models appropriate to their uses.
8. Identify the various types of removable prostheses covered in this module.
9. Demonstrate proper procedures for ordering, packaging, and storing expendable and nonexpendable laboratory materials.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Principles of Laboratory Safety
   1. rules of safety
   2. precautions with chemicals
      a. use and storage
      b. antidote
   3. precautions with laboratory equipment
      a. safety
      b. use

B. Care and Maintenance of Equipment, Instruments, and Work Areas
   1. routine care
   2. periodic maintenance

C. Types and Uses of Impression Trays
   1. metal trays
      a. identification
      b. selection for use
      c. how to clean and store
   2. plastic trays
      a. how to construct a custom tray
      b. how to modify prefabricated tray
   3. miscellaneous trays
      a. identification
      b. selection for use

D. Preparation and Uses of Dental Waxes
   1. pattern waxes
   2. impression waxes
   3. processing waxes
   4. study waxes

E. Preparation and Uses of Impression Materials
   1. rigid

2. thermoplastic
3. elastic

F. Kinds and Uses of Models
1. materials
a. introduction
b. mixing procedures
2. types
a. identification
b. pouring procedure
3. trimming
4. finishing

G. Identification of Artificial Dental Prostheses
1. partial denture, maxillary and mandibular
2. full denture, maxillary and mandibular
3. materials
a. precious metals
b. porcelain
c. acrylics

H. Functions of the Dental Laboratory

I. Principles of Storing Laboratory Materials and Equipment

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Film: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

"A Rubber Base Impression Technique in Crown and Bridge" 16mm/color

LABORATORY ACTIVITIES

1. Pass a written safety examination on all equipment before using
2. Practice changing engine belts, cleaning and lubricating engine arm, and lubricating various types of handpieces
3. Practice maintenance and care of all laboratory equipment generally used in dental offices

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4. Practice choosing correct size of metal tray and indicate if it is a plain or water cooled tray. Practice cleaning trays and return to proper storage area

5. Practice the construction of custom plastic trays, both full upper and lower, and also a quadrant tray

6. Practice mixing alginate impression material according to manufacturer's instructions

7. Fill proper tray with prepared alginate material and take impressions, one maxillary and one mandibular, on typodont

8. Prepare hydrocolloid impression material, fill syringe and proper tray, and take impression on typodont (a quadrant impression is adequate)

9. Select proper tray and prepare rubber base impression material using proper spatula and mixing pad according to manufacturer's recommendations. Fill syringe, proper tray (make sure adhesive is painted on tray prior to use) and take impression on typodont

10. After studying models, practice mixing plaster with room-temperature water and hot water. Pour models and trim according to instructor's directions. Make two complete sets without bubbles.

LABORATORY MATERIALS

dental chair

hand and rotary equipment

dental trays

custom plastic trays

alginate impression material

hydrocolloid impression material

rubber base impression material

typodont or plastic model (maxillary and mandible)

CHAIRSIDE PROCEDURES

DESCRIPTION

Chairside Procedures ... aids the student in becoming proficient in preoperative procedures and patient care. Skill in instrument transfer, function, care and maintenance is achieved through laboratory practice. The student is introduced to operative and postoperative procedures including restorative and preventive dental techniques.

LEARNING TIME

Hours: 40

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify and describe usage and care of preoperative instruments generally required in general dental practice.
2. Describe the principle and demonstrate the operation, use, and maintenance of dental equipment routinely used in general practice.
3. Demonstrate proper procedure for seating, preparing, and dismissing patients.
4. Demonstrate the principles of the various phases of restorative and preventive dental procedures.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Preoperative Procedures
   1. instruments
      a. identification - hand and rotary
      b. function - hand and rotary
   2. basic tray setup
   3. instrument transfer

4. care and sharpening of instruments

B. Equipment

1. care and maintenance
2. handpieces
3. engine arm
4. dental chair
5. evacuation
   a. selection and use
   b. care
6. instrument and supply cabinet
   a. arrangement of instruments
   b. care and maintenance
7. sanitization of equipment

C. Care of Patient

1. seating patient
2. draping patient
3. dismissing patient

D. Operative Procedures

1. anesthesia
2. rubber dam
   a. preparation
   b. placement and removal
3. restorative dentistry
4. amalgam alloy setups
   a. preparation
   b. condensation
   c. carving
   d. restoration
5. synthetic restorative materials
   a. silicate materials setup
   b. silicate materials preparation

6. gold foil
    a. setup preparation
    b. annealing (degassing)
    c. passing
7. cast gold restoration
    a. cavity preparation setup
    b. retracting setup
    c. impression tray
    d. temporary restoration setup
    e. cementation setup

CURRICULUM MATERIALS

The Dental Assistant (text), Richardson, Barton, Brauer. McGraw-Hill, Inc., 330 West 42nd Street, New York, NY 10036

The Dental Assistant (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Films: American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

16mm/color

"Efficient Dental Assistant at Chair"

"The Dental Assistant Operative"

"Four Handed Dentistry"

"Instrument Transfer"

"Suction Tip Placement"

"Dental Amalgam: Failure Caused by Moisture Contamination"

"The Pre-proportioned Dental Amalgam, Its Preparation and Condensation"

Film Loops: Milner-Fenwick, Inc., 3800 Liberty Avenue, Baltimore, Maryland 21215

"Mechanical Instruments and Burs" 2376FL

"Preparing Restorative Materials: Amalgam" 2378FL

"Preparing Restorative Materials: Silicate, Zinc Oxide, Eugenol" 2379FL

"Preparing Restorative Materials: Zinc Phosphate Cement" 2380FL

"Instrument Transfer" 2400FL

"Rubber Dam Preparation - Part I" 2389FL

"Rubber Dam Preparation - Part II" 2390FL

"Sharpening Dental Instruments" 2391FL

"High Velocity Oral Evacuation" 2396FL

"Vitality Testing" 2397FL

"Endodontics - Materials and Preparations" 2401FL

"Endodontics - First Treatment of Vital Tooth" 2402FL

LABORATORY ACTIVITIES

1. Practice identification and function of hand and rotary instruments
2. Practice basic tray setup and instrument transfer
3. Practice sharpening instruments
4. Practice care and maintenance of dental unit including cleaning, polishing, and lubricating
5. Practice changing belt on engine arm
6. Role play seating and dismissal of patient
7. Practice selecting oral evacuation
8. Practice arrangement of instruments in cabinet and tray setups
9. Practice proper anesthesia procedures including preparing syringe and passing syringe
10. Practice setup and placement of rubber dam
11. Practice mixing amalgam, condensing on plaster models, and carving amalgam to contour of tooth
12. Practice setups and mixing of synthetic porcelain and plastics
13. Practice setup and annealing of gold foil, and place in prepared cavity
14. Practice setup for
    a. inlay preparation and cementation
    b. gold crown preparation
    c. porcelain jacket preparation and cementation

LABORATORY MATERIALS

hand and rotary instruments

basic trays and instruments setups

cleaning, polishing, and lubricating materials

oral evacuation equipment

syringes

rubber dams

plaster models

restorative materials:

- amalgams
- silicate
- gold foil
- porcelain
- plastics

tray setups for restorations - inlay, gold crown, porcelain jacket

DENTAL RADIOLOGY

DESCRIPTION

Dental Radiology ... acquaints the student with a brief history of X-ray development and the principles and application of Roentgen rays to dentistry. Safety measures are stressed and the hazards and biological effects of radiation are studied. The characteristics and handling of X-ray film is discussed and the student practices operation of X-ray equipment and techniques of making properly exposed pictures acceptable for diagnostic purposes. The student practices development of X-ray pictures using approved techniques and darkroom apparatus. Finally the student detects causes of poor quality pictures and identifies corrective measures.

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe briefly the history of X-ray development and its application to dentistry.
2. Identify and demonstrate the function of component parts of dental X-ray equipment.
3. Describe the principles and properties of X-ray emission.
4. Describe the biological effects of radiation.
5. Demonstrate the proper protection techniques in the use of dental X-ray equipment.
6. Identify and describe the composition, speed, types, care and storage of dental X-ray film.
7. Demonstrate accepted techniques of positioning a patient, film placement, angulation and exposure to obtain acceptable images for diagnostic purposes.
8. Demonstrate operation of various darkroom apparatus according to manufacturer's recommendations.
9. Describe the properties and effects of processing solutions.

10. Demonstrate the processing procedure according to manufacturer's recommendations.

11. Mount processed dental X-ray films according to dental practice standards.

12. Identify landmarks, exposure faults, and processing faults of dental X-ray films according to accepted dental standards.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Discovery and Application of X-rays

B. Principles and Properties of X-rays
   1. characteristics
   2. emission of rays
      a. control factors
      b. control devices

C. Biological Effects of Radiation
   1. maximum dosage
      a. patient
      b. operator
   2. overradiation

D. Protection
   1. safety code
   2. patient
   3. operator

E. Dental Films
   1. composition
   2. speed
   3. types
   4. care and storage

F. Exposure Technique
   1. long cone technique or paralleling technique
      a. film positioning
      b. aids
      c. paralleling principles

2. bisected-angle technique (periapical survey)
    a. bisection
    b. projection of central ray at horizontal angle
    c. film requirements

G. Processing X-ray Film
    1. darkroom facilities
    2. chemical solutions
    3. procedures

H. Mounting Film
    1. methods
    2. care of mounted films
    3. labeling

I. Evaluation
    1. landmarks
    2. exposure faults
    3. processing faults

CURRICULUM MATERIALS

Dental Radiology (text), Pauline C. Anderson. Delmar Publishers, Inc., 50 Wolf Road, Albany, NY 12205

Films: E. I. Du Pont De Nemours and Company, Wilmington, Delaware 19898

"The Light in Shadows," 16mm/color

American Dental Association, Bureau of Audio-Visual Services, 211 East Chicago Avenue, Chicago, Illinois 60611

"Intraoral Roentgenography (Improved Equipment and Techniques)"

Film Loops: Milner-Fenwick, Inc., 3800 Liberty Avenue, Baltimore, Maryland 21215

"Introduction to Radiography" 2392FL

"Positioning For Radiography" 2393FL

"Radiographic Processing and Mounting" 2394FL

Slides: American Dental Association, Bureau of Audio-Visual Services

"Radiodontic Landmarks of the Mandible" SL-30-E

"Radiodontic Landmarks of the Maxilla" SL-29-D

"Exposure Pitfalls of Radiodontics" SL-83-B

"Processing Pitfalls of Radiodontics" SL-84-B

"Interpretation and Misinterpretation of Mandibular Landmarks" SL-82-D

"Interpretation and Misinterpretation of Maxillary Landmarks" SL-85-D

LABORATORY ACTIVITIES

1. Pass a test with 100% accuracy demonstrating knowledge of safety procedures required to operate X-ray equipment
2. Practice with a partner identifying and setting up X-ray equipment
3. Practice with a partner (role playing the patient) the proper positioning of the patient, placement of film packet, and alignment of equipment for correct angulation
4. Practice making proper exposure to obtain images acceptable for diagnostic purposes
5. Measure and mix solutions for film development according to manufacturer's recommendations
6. Develop and mount exposed film according to manufacturer's recommendations
7. Identify landmarks, exposure faults, and processing faults of processed film

LABORATORY MATERIALS

dental X-ray equipment (may be in clinical situation)

X-ray film

film developing solutions

ORIENTATION - COSMETOLOGY

DESCRIPTION

Orientation - Cosmetology ... presents a look at the profession in terms of monetary rewards, esthetic rewards, and its need in our society. The module discusses the specific skills required in this field of employment and licensing requirements. The opportunities available in the cosmetology industry are reviewed.

LEARNING TIME

Hours: 5

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. List job opportunities available in the field of cosmetology and describe each.
2. Describe working conditions typical for the field.
3. List educational requirements for specific occupations.

Acceptable achievement will be determined by a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Cosmetology Job Descriptions
   1. manicurist
   2. wig dresser
   3. demonstrator
   4. cosmetologist
B. Monetary and Esthetic Rewards
C. Licensing Requirements
D. Course Description
   1. skills training
   2. procedure
   3. evaluation

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation

Suggested reference: A Suggested Instructional Guide in Cosmetology. The University of the State of New York, State Education Bureau of Secondary Curriculum Development, Albany, NY 12224

Film: Milady Publishing Corporation

"Careers in Cosmetology," 16mm/color

LABORATORY ACTIVITIES

None specified

LABORATORY MATERIALS

None specified

HAND AND FOOT CARE

DESCRIPTION

Hand and Foot Care ... deals with all of the services involved in improving the basic manicure, reconditioning manicure, massage of hands and arms, repair of nails, and the application of artificial nails. Basic foot care is also practiced. Examination of the feet, safety precautions, and techniques of shaping toenails, softening cuticles, cleaning toenails, and applying polish are subjects of this module.

LEARNING TIME

Hours: 30

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify characteristics of hands, arms, and nails.
2. Identify composition of various cosmetics used in manicuring.
3. Give a pleasing manicure in a systematic and efficient manner.
4. Care for a patron's manicuring problems.
5. Recognize nail disorders which may be treated and diseases that should be referred to a physician.
6. Demonstrate skill in massage of hands, arms, and feet.
7. Identify foot diseases which should be cared for by a physician or specialist.
8. Identify common foot disorders.
9. Administer a complete pedicare in a soothing and relaxing manner.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Importance of Manicuring

B. Tools and Implements
   1. type and quantity
   2. sterilization and care
C. Composition of Nail Cosmetics
   1. polish remover
   2. cuticle solvents
   3. nail lacquer
D. Safety Measures
E. Nail Histology
   1. composition
   2. function
   3. structure
   4. normal growth
F. Preparation of Manicure Table
   1. materials and supplies
   2. patron and operator seating arrangement
G. Manicure
   1. procedure
   2. related art principles
   3. specialized manicure
      a. oil
      b. machine
      c. men's
H. Nail Repair
   1. supplies required
   2. causes of split or broken nails
   3. repair procedure
   4. safety precautions
I. Artificial Nails
   1. introduction
   2. types
   3. preparation
   4. application
   5. safety precautions

J. Hand and Arm Massage

1. skin care
2. application and removal of cream
3. manipulations
4. anatomy of hand and arm

K. Pedicare*

1. description and limitations
2. common disorders
3. preparation of materials and patron
4. techniques
   a. shaping toenails
   b. softening toenails
   c. softening cuticle
   d. cleaning toenails
   e. applying polish
5. theory of massage
   a. stroking
   b. compression
   c. rotary movement

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 21 to 33

*The term pedicare is used instead of pedicure since pedicure is the responsibility of a chiropodist. Care but not treatment of the feet may be provided by a cosmetologist.

Suggested reference: The Science and Art of Manicuring, Alice Cimaglia, Milady Publishing Corporation

Slides: Milady Publishing Corporation

"Manicuring"

Films: Revlon Inc., 767 Fifth Avenue, New York, NY 10022

"The House of Revlon Manicure," 16mm/color

Milady Publishing Corporation

"Our Feet", 11 minutes

"Manicuring Procedure," 15 minutes

LABORATORY ACTIVITIES

1. Practice correct setting of manicure table
2. Prepare table sterilizer
3. Practice seating arrangement of patron and operator
4. Role play proper greeting and seating techniques
5. Develop a chart listing the chemical composition and purpose of each product used in manicuring
6. Demonstrate how acetone dissolves rayon
7. Test cuticle remover for potassium hydroxide
8. Practice steps of administering manicure according to instruction sheet
9. Develop a sales presentation to be given to a patron which can lead to the sale of related services and cosmetics
10. Role play the developed sales presentation
11. Practice procedure of nail repair
12. Practice procedure for applying artificial nails following manufacturer's recommendations
13. Practice identifying parts of partner's hand and arm
14. Practice manipulations of hand and arm massage
15. Practice a step-by-step procedure of pedicare using an instruction sheet
16. Develop an advertising throw-away for introducing patrons to a pedicare

LABORATORY MATERIALS

- nail files
- emery boards
- orange sticks
- steel pushers
- cuticle nippers
- cuticle scissors
- nail brushes
- cotton
- manicure tables
- towels
- supply trays for cosmetics
- finger bowls
- sterilizer
- hot oil manicure heater
- electric or machine manicure (portable with attachments)
- nail mend paper
- artificial fingernails
- low stools
- ottomans
- toenail clippers
- astringent
- foot powder
- paper towels

HAIR PIECES

DESCRIPTION

Hair Pieces ... acquaints the student with the various aspects of selling and servicing hair pieces. These include fitting and adjusting as well as shaping and styling wigs. Specialized comb-out techniques and safe methods of cleaning and drying hair pieces are covered. The variety of color and hairstyle offered by postiches is reviewed.

LEARNING TIME

Hours: 18

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify basic differences in the various types of wigs and hair pieces.
2. Demonstrate skill equal to field standards in selection, shaping, and styling of postiches.
3. Demonstrate proper methods of fitting and adjusting wigs.
4. Demonstrate safe and accepted methods in cleaning and drying wigs.
5. Demonstrate skill in specialized comb-out techniques pertinent to the styling of hair pieces.
6. Identify the methods used in the coloring of hair pieces.
7. Demonstrate artistry in the use of hair pieces.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. History of Hair Pieces

B. Types of Hair Pieces
   1. handmake
   2. machine-made

C. Quality of Hair Pieces
   1. human hair
   2. synthetic hair

D. Wig Measurements
   1. method
   2. record keeping - ordering

E. Wig Adjustments
   1. canvas blocks
   2. head shapes
   3. wig stretching
   4. wig shrinking
   5. tucking

F. Wig Shaping
   1. stylized cuts
   2. circle hair cutting
   3. art principles
      a. proportion
      b. balance
      c. dimension and silhouette

G. Wig Tinting
   1. origin and types of hair
   2. conditioning
   3. porosity
      a. use of fillers
      b. tints
   4. techniques

H. Wig Styling
   1. setting techniques
   2. comb-out techniques
   3. head adjustment

I. Wig Cleaning
   1. dry cleaning
   2. drying

J. Hair Pieces

1. switches
2. wiglets
3. bandeau

K. Safety Precautions

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 56 to 61

Suggested references: How to Style Hairpieces and Wigs, Theodore Pierre. Beauty World, 1170 Broadway, New York, NY

The Wig Story, Flavio Bisignano. Milady Publishing Corporation

Wigs Manual, Richard Hartwich, 665 Fifth Avenue, New York, NY

All About Wigs, Sylvia Shaefer. Fashion Tress, Inc., Miami Beach, Florida

Film: Milady Publishing Corporation

"Styling the Wig," 45 minutes, 16mm/color

LABORATORY ACTIVITIES

1. Test sample strands of hair to determine if they are human, animal, or synthetic
2. Practice selecting a hair piece for partner after taking hair samples and comparing with wig color selector chart
3. Measure and record measurements of partner's head
4. Select correct block size; mount and secure wig
5. Custom fit wig
6. Compare size and contour of three heads; record differences in measurements
7. Select a wig for each head, analyzing needs for sizing and methods to be used
8. Practice shaping a wig
9. Select two hair styles adaptable to wigs and diagram each (refer to fashion magazines)

10. Set a style on a wig and comb out
11. Examine wig or hair piece to be tinted:
    a. make strand tests and analyze results
    b. select shade and method
    c. tint hair piece
    d. blend hair piece
    e. fill in record card
12. Practice cleaning and conditioning hair piece
13. Practice with a wiglet:
    a. setting
    b. securing
    c. combing to blend with natural hair

LABORATORY MATERIALS

- wigs of different types and colors (2 human and 2 synthetic hair)
- tape measures
- wig blocks
- combs
- brushes
- scissors
- clips and pins
- applicator bottles
- wig coloring solution
- rubber gloves
- rollers
- setting solution
- glass bowls (for cleaning wigs)
- wig cleaning fluid
- hair pieces (wiglets, switches, bandeaus)

HAIR, SCALP, AND FACIAL TREATMENT

DESCRIPTION

Hair, Scalp, and Facial Treatment ... deals with the nature and effects of various types of shampoos and rinses to fit the individual patron's needs. The importance of personal and public hygiene is stressed. Recognition of hair and scalp disorders and the various types of hair and scalp treatments are previewed. The student becomes familiar with the anatomy and physiology of the head, the theory of massage, and the histology of the skin.

LEARNING TIME

Hours: 45

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Describe the elements of hygienic care of the hair and scalp.
2. Demonstrate professional methods of shampooing.
3. Demonstrate skill in accepted methods of cleaning hair and scalp without water.
4. Recognize abnormal conditions of hair and scalp and select appropriate types of commercial shampoos available for the alleviation of these conditions.
5. Demonstrate manipulative skills and routines for effective scalp and facial massage.
6. Identify the physical and psychological effects of massage.
7. Identify the major basic systems of the body.
8. Identify the major parts of the muscular system.
9. Identify the divisions of the nervous system.
10. Identify the classifications of cranial nerves.
11. Identify the components of the lymphatic and vascular systems.
12. Identify the components that comprise the histology of the skin.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success in written and objective tests.

MODULE OUTLINE

A. Shampooing
   1. shampoo selection
   2. hygiene
   3. preparation
      a. assembling supplies
      b. preparing patron
      c. brushing
   4. shampooing procedure
      a. operator position
      b. water temperature control
      c. manipulations
      d. drying
      e. completion
   5. shampooing safety measures
   6. chemistry of shampoos
   7. types of shampoos
      a. plain
      b. liquid cream
      c. cream or paste
      d. nonstrip
      e. liquid dry
   8. liquid dry shampoo procedure
   9. hair rinses
      a. vinegar
      b. lemon
      c. citric acid
      d. nonstrip
      e. reconditioning
      f. medicated
      g. cream

h. bluing rinse

i. color rinses

B. Scalp and Hair Treatments

1. preparation

a. supplies

b. brushing

2. scalp manipulation

3. treatment for normal hair and scalp

a. preparation

b. procedure

4. dandruff treatment

5. dry scalp treatment

6. oily scalp treatment

7. corrective hair treatment

8. treatment for alopecia

9. treatment for alopecia areata

C. Anatomy and Physiology

1. cells, tissues, organs, systems

2. skeletal system

3. muscular system

4. nervous system

5. circulatory system

6. skin and scalp

D. Facial Treatments

1. theory of massage

a. basic manipulations

b. physiological effects

2. treatments

a. plain facial

b. facial manipulations

c. motor points

d. cosmetics

e. special problems

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 12 to 20, 82 to 88, 109 to 135, and 139 to 141

Suggested references: New Hope for Your Skin. E. P. Dutton and Company, 201 Park Avenue, New York, NY 10003

Slides (with cassette): Milady Publishing Corporation

13-1.10 "Cream Scalp Treatment"

13-1.9 "Human Skin"

13-1.14 "Nine Basic Systems of the Body"

13-1.28 "Anatomy and Cosmetology"

13-2.2.3 "Facial Treatments and Aid to Skin Beauty"

13-2.2.4 "Massage Techniques for Relaxation and Facial Beauty"

Wall Charts: Milady Publishing Corporation

Anatomy and Physiology Wall Charts 17" x 22", two colors

1. Histology of the Skin, Hair, and Glands
2. Histology of the Hair and Follicles
3. Bones of the Head and Face
4. Muscles of the Head, Face, and Neck
5. Nerves of the Head, Face, and Neck
6. Circulation of the Blood
7. Motor Points of the Face
8. Anatomy of the Hand and Arm

Films: Bray Studios, Inc., 630 9th Avenue, New York, NY

"The Human Skin"

Milady Publishing Corporation

"The Human Skin, 11 minutes

"The Nine Basic Functional Systems of the Body," 11 minutes

Film Loop (technicolor): Milady Publishing Corporation

"Scalp Treatment"

LABORATORY ACTIVITIES

1. Practice preparing and labeling shampoo and arranging supplies
2. Practice combing tangles from partner's hair and scatter brushing
3. Give a complete shampoo according to directions
4. Prepare a report analyzing the completed shampoo including:
   a. partner's report on personal comfort during shampoo and appearance of hair and scalp following shampoo
   b. operator's report on procedure and reactions
5. Test effects of dry cleaning liquid on swatch of hair coated with oil
6. Test detergent for alkaline reaction and acid reaction
7. Role play methods of tactfully informing patron of the presence of pediculosis capitas
8. Practice proper sequence of movements in scalp massage
9. Examine a split hair under the microscope; sketch and explain observations
10. Prepare a microscope slide with damaged hair; describe observations
11. Diagram cross section of epidermis
12. Prepare a report on any one of the body systems
13. Discuss in small groups the composition and function of:
   a. creams
   b. astringents
   c. lotions
   d. products for blemishes
14. Select a standard formula for cold cream and make cream according to formula
15. Complete a facial following step-by-step procedure
16. Discuss in small groups:
   a. adolescent acne
   b. cause and treatment of teenage skin problems
17. Role play sales presentation that includes discussing and advising patron on her skin problems and selecting creams and lotions for each

LABORATORY MATERIALS

different kinds of shampoos and hair rinse
towels
shampoo capes
combs
brushes
litmus paper
various rinses for demonstration
high frequency apparatus with glass rake electrodes
infra-red lamps
scalp cream
face cream or ointment
cleansing cream
emollient cream
astringent
cotton
spatulas
drapes for patrons
samples of cosmetics used in school
microscopes
glass microscope slides

FACIAL MAKEUP

DESCRIPTION

Facial Makeup ... acquaints the student with the methods of emphasizing beauty of face and hair. The module points out the various facial types and makeup procedures appropriate for each. Cosmetics used in facial makeup are examined and techniques of corrective makeup and eyebrow arching are practiced. The student becomes familiar with basic chemistry as it applies to cosmetics.

LEARNING TIME

Hours: 25

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the composition and properties of facial cosmetics.
2. Demonstrate the artistic application of makeup for day and evening wear.
3. Minimize facial defects through the use of corrective makeup.
4. Demonstrate the application of artificial eyelashes with an appreciation of their dramatic effect.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. History of Cosmetics
   1. ancient trends and theories
      a. Egyptian
      b. Greek
      c. Roman

2. renaissance trends and theories
    a. French
    b. English
    c. Italian
3. modern trends and theories
    a. 1920's
    b. 1940's
    c. 1970's

B. Cosmetic Chemistry
1. chemical and physical changes in matter
2. chemical compounds
3. basic chemical terms
4. organic compounds
5. emulsions
6. suspensions
7. powders
8. pastes
9. lotions
10. eye lotion preparations

C. Purpose of Cosmetics
1. to emphasize
2. to conceal

D. Suitability
1. patron's natural coloring
2. patron's age
3. day or evening wear
4. choice of cosmetics
5. patron's personality
6. current trends
7. balance and proportion
8. lighting effects

E. Preparation
1. supplies
2. patron

F. Application
   1. cleansing cream
   2. astringent lotion
   3. foundation
   4. rouge
   5. eye shadow
   6. eye liner
   7. eyebrow pencil
   8. powder
   9. mascara
   10. lip rouge

G. Facial Types
   1. oval
   2. long
   3. pear shaped
   4. square
   5. round
   6. diamond

H. Corrective Makeup
   1. concealing wrinkles
   2. forehead
   3. nose and chin
   4. jawline and neck
   5. eyes
   6. lips

I. Eyebrow Arching
   1. preparation
   2. procedure
   3. corrective placing and shaping
   4. eyebrow pencil

J. Artificial Eyelashes
   1. application of single eyelash
   2. application of strip eyelash
   3. advantages and disadvantages of each

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 89 to 93 and 168 to 174

Slides (with cassette): Milady Publishing Corporation

"The Evolution of Styles in Makeup," series 1

"A Step-by-step Makeup Application (With Emphasis on Fair and Medium Skin Tones)," series 5

"A Step-by-step Makeup Application (With Emphasis on Dark Skin Tones)," series 6

"Beauty Unlimited - Makeup for Mature Faces," series 7

"The Art of Corrective Makeup," series 8

"Miss Teen Finds the Look She Likes," series 11

LABORATORY ACTIVITIES

1. Prepare a chart to categorize types and composition of various cosmetics
2. Prepare a booklet on proper makeup for various age groups, occasions, and current trends using trade journals or popular publications
3. Practice procedure for applying makeup on a partner
4. Illustrate the various effects that can be achieved with artificial eyelashes by using photographs of stage and screen stars
5. Discuss in small groups the subtle use of cosmetics as opposed to the "painted look"
6. Practice using eyebrow pencil to sketch liner desired
7. Practice application of strip eyelashes on partner

LABORATORY MATERIALS

- tissues
- cotton
- emollient cream
- cleansing cream
- eyebrow brushes
- tweezers
- astringent lotion
- antiseptic lotion
- eyebrow pencils
- headbands or turbans
- face powder
- liquid cream or cake foundation
- liquid cream or powder rouge
- eye shadow
- eye liner
- mascara
- lip rouge
- eyelashes

ELECTRICITY AND LIGHT THERAPY

DESCRIPTION

Electricity and Light Therapy ... deals with the beneficial effects of electricity and light waves as they relate to cosmetology. Basic theory of electricity and light is reviewed and the student becomes familiar with electrical currents and how they are applied. The various appliances used by the cosmetologist are introduced and hands-on practice is provided. The therapeutic effect of various light rays is discussed and safety precautions are stressed.

LEARNING TIME

Hours: 8

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the differences between direct and alternating current.
2. Identify units of electrical measurement.
3. Identify the components of a wall plate unit commonly used in beauty salons.
4. Identify the characteristics of the following types of current:
   a. galvanic
   b. faradic
   c. sinusoidal
   d. high frequency
5. Describe the applications of the listed currents to cosmetology.
6. Identify and describe the various appliances used in cosmetology.
7. Identify safety precautions concerned with the uses of electricity.
8. Diagram the dispersion of light rays in a prism.
9. Describe the application of ultra-violet and infra-red light rays to cosmetology.
10. Describe the effects of visible light upon the skin.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Electricity
   1. types of current
      a. galvanic
      b. faradic
      c. sinusoidal
      d. high frequency
   2. electrical equipment
      a. vibrator
      b. vaporizer
      c. heating cap
      d. hair dryer
      e. oil heater
      f. safety precautions

B. Light Therapy
   1. light rays
      a. ultra-violet
      b. infra-red
      c. visible light

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Workbook for Beauty Culture Theory. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 162 to 167

LABORATORY ACTIVITIES

1. Practice using facial and rake electrodes
2. Practice using various electrical appliances common to the beauty salon
3. Practice setting up therapeutic lamps

LABORATORY MATERIALS

Tesla appliance and electrodes

vaporizer

heating cap

hair dryer

oil heater

therapeutic lamps

HAIR COLORING

DESCRIPTION

Hair Coloring ... provides a broad introduction to the field of hair coloring. The student becomes acquainted with the quality, texture, and pigmentation of the hair. The proper selection and application of hair tints and lighteners is investigated and the chemical reactions following their application is observed. Record keeping and safety measures in hair coloring are discussed and special problems in hair tinting and lightening are considered.

LEARNING TIME

Hours: 30

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify temporary and permanent hair coloring products and their respective effects upon the hair.
2. Perform a strand test to determine the condition and color result of the hair.
3. Perform a patch test to determine patron sensitivity to the product to be used.
4. Mix correctly a variety of permanent hair colorings according to manufacturer's recommendations.
5. Demonstrate the ability to advise patron on individual coloring needs.
6. Demonstrate an application technique for coloring virgin hair according to manufacturer's specifications and effects desired.
7. Prepare a record card with appropriate information from a patron who has received a permanent hair coloring.
8. Describe the hair stages in the process of bleaching.
9. Perform the sequential procedures required to bleach virgin hair to obtain the desired color.
10. Demonstrate appropriate procedures for frosting, tipping, or streaking hair.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Hair Coloring
   1. classifications
   2. tests
      a. metallic salts
      b. aniline derivative
      c. patch
   3. preparation
   4. safety measures

B. Permanent Hair Coloring
   1. penetrating tints (classification)
   2. single application
   3. application for virgin hair
      a. materials
      b. procedure
   4. single application tint retouch
   5. highlighting shampoo tints
   6. pre-lighten or pre-soften

C. Semi-permanent Tints

D. Temporary Color Rinse

E. Hair Lightening
   1. effects
   2. seven stages
   3. problems
   4. types of lighteners
   5. action of lighteners
   6. choice of lighteners
   7. hydrogen peroxide

F. Lightening Virgin Hair
   1. patch test
   2. materials

3. procedure

G. Lightener Retouch

H. Toners

1. pre-lightening for toners
2. choosing shades
3. suggestions and reminders
4. first application
5. application
6. retouch application
7. reminders

I. Frosting, Tipping, and Streaking

1. partial lightening
2. cap technique
3. frosting all over
4. streaking
5. blonde on blonde effect

J. Safety Measures in Hair Lightening

K. Special Problems

1. reconditioning damaged hair
2. fillers
3. aniline derivative tint removal

L. Back to Natural Hair

1. procedure
2. lightening streaked hair
3. spot lightening
4. lash and brow tint

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 94 to 108

Suggested references: How to do Better Hair Coloring. Clairol, Inc., Stamford, Connecticut 06904

Slides: Milady Publishing Corporation

"Bleach Retouch and Toner"

"Tint Retouch"

"Bleach on a Virgin Head"

Film Loops (technicolor): Milady Publishing Corporation

"Hair Tinting," Parts I and II

"Hair Bleaching," Parts I and II

"Frosting," Parts I and II

LABORATORY ACTIVITIES

1. Apply color rinse on hair samples of varying textures and porosity; observe and note results
2. Give patch test; observe and note results
3. Prepare several rinses and apply
4. Practice application of tint with brush, using water
5. Practice application of tint with applicator, using fingerwave lotion
6. Practice evaluating and choosing shades from color charts that are complimentary to partner
7. Develop a color chart using hair swatches of various shades
8. Examine samples of damaged hair under microscope; compare with normal hair
9. Apply tint to sample strands of hair; prepare and apply solution of tint remover; process strands; evaluate results
10. Place hair strands into white henna, ammonia water, and peroxide solution - note change of color; record and discuss results
11. Practice bleach experiment: make out record cards; perform strand tests of hair - vary timing; collect six swatches of hair - prepare three commercial oil bleaches - vary timing; note results

LABORATORY MATERIALS

- glass containers
- peroxide
- 28% ammonia water
- strands of hair:
  a. virgin
  b. tinted
  c. bleached
  d. metallic (variety of)
- color charts
- tint samples
- applicator brushes
- hair tint record cards
- pre-lightening and pre-softening product
- semi-permanent tint
- temporary color rinses
- samples of hair lighteners
- toner samples
- neutral rinse
- applicator bottles
- rubber gloves
- measuring cups
- timers
- samples of filler products (conditioners)
- samples of aniline derivative tint remover
- petroleum jelly
- lash and brow tint solutions
- eye shields
- applicator sticks

HAIR SHAPING

DESCRIPTION

Hair Shaping ... deals with the process involved in shortening, thinning, and tapering the hair to the desired contour. Besides practicing the techniques of hair cutting, the student is encouraged to develop judgment and imagination as well as knowledge of the texture, quality, and quantity of hair. The module assists the student in perfecting the techniques involved in hair shaping and the related art principles that may be utilized to develop creative ability and judgment.

LEARNING TIME

Hours: 25

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify composition and division of the hair.
2. Diagram a cross section of the structure of the hair and identify the parts.
3. Identify influences on hair growth.
4. Describe what determines the size and shape of hair.
5. List three ways in which climatic conditions can affect the hair.
6. List the four important qualities by which hair is judged.
7. Identify the implements used in hair shaping.
8. Identify common terms used in hair shaping.
9. Demonstrate proper techniques of:
   a. thinning
   b. razor shaping
   c. scissors shaping
   d. shingling

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. The Hair
   1. composition
   2. division
   3. hair root structures
   4. hair follicle structures
   5. sebum
   6. hair structure
   7. hair distribution
   8. hair growth
   9. hair replacement
   10. hair density
   11. hair color
   12. hair graying

B. Hair Analysis
   1. four senses
   2. texture
   3. porosity
   4. condition
   5. elasticity

C. Hair Shaping
   1. implements
   2. hair sectioning
   3. hair thinning
      a. thinning areas
      b. shears
      c. razor
   4. razor shaping
      a. preparation
      b. procedure
   5. scissors shaping
      a. preparation
      b. procedure
   6. shingling

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Workbook for Beauty Culture Theory. Milady Publishing Corporation

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 146 to 153 and 34 to 41

Suggested reference: Hair Structure and Chemistry Simplified. Milady Publishing Corporation

Wall Chart: Milady Publishing Corporation

Histology of the Hair and Follicle, chart No. 2
17" x 22", two-color

Slides: Milady Publishing Corporation

13-1.6 "Dry Haircut with Scissors"

13-1.8 "Human Hair"

13-1.12 "Wet Haircut with Scissors"

13-1.20 "Razor Hair Cutting"

Film Loop (technicolor): Milady Publishing Corporation

"Hair Cutting"

Film: Milady Publishing Corporation

"Dry Scissors Haircut and Thinning," 17 minutes, 16mm/color

LABORATORY ACTIVITIES

1. Observe hair samples under microscope
2. Measure lengths of two sample strands of hair having made one dripping wet and the other moist - stretch strands to breaking point and made measurements
3. Practice basic sectioning to develop accuracy and skill
4. Practice dry scissors cutting with a partner
5. Cut sample strand with razor
6. Practice tapering necklines and shingling techniques
7. Role play putting a child at ease before hair cutting

8. Compile and label a group of pictures illustrating various children's hairstyles for difficult age groups: age 1 to 4, age 5 to 9, and age 10 to 13

LABORATORY MATERIALS

microscopes

glass slides

scissors and thinning shears

razors

mantles for draping patron

HAIR WAVING AND RELAXING

DESCRIPTION

Hair Waving and Relaxing ... reviews the history of the permanent wave and acquaints the student with standard and modern techniques for permanent waving. Chemical actions involved in the process of waving and relaxing the hair are examined and test and safety precautions are practiced. Judgment is developed in the selection of waving solutions and rods most suitable for the condition of the client's hair. The student becomes familiar with products of leading manufacturers.

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the basic requirements which must be understood before attempting to give a permanent wave.
2. Demonstrate sectioning and blocking ability.
3. Demonstrate ability to select permanent waving solutions and rods most suitable for type and texture of the hair to be waved.
4. Demonstrate correct step-by-step procedure for applying a permanent wave.
5. Demonstrate ability to prepare a test curl.
6. Demonstrate ability to perform finger waving.
7. Demonstrate ability to perform thermal waving.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Developments in Permanent Waving

1. spiral wave

2. croquignole wave
3. cold waving (permanent waving)
    a. physical actions
    b. chemical actions

B. Scalp and Hair Analysis
1. scalp condition
2. hair porosity
3. hair texture
4. hair elasticity
5. hair density
6. hair length

C. Curling Rods
1. rod size
2. types of rods

D. Chemical Solutions
1. waving lotions
2. neutralizers

E. Sectioning and Blocking
1. patterns
    a. single halo
    b. double halo
    c. straight back
    d. dropped crown
2. pick-up curls
3. body waves

F. Winding or Wrapping
1. end papers
2. bookend paper wrap
3. single end paper wrap
4. double end paper wrap

G. Pre-permanent Wave Shampoo

H. Test curls

I. Lotion Application
   1. safety measures
   2. implements
   3. procedure

J. Neutralization
   1. preparation
   2. methods

K. Pre-cold Waving
   1. shampoo
   2. shaping

L. Cold Waving
   1. implements
   2. preparation
   3. procedure

M. Permanent Wave Records

N. Safety Rules and Reminders

O. Finger Waving
   1. lotion
   2. procedures
   3. style versions
   4. reminders and hints

P. Thermal Waving
   1. introduction
   2. cold iron exercises
   3. application
      a. combing
      b. left-going wave
      c. right-going wave
      d. joining or matching waves
   4. methods
      a. layer method
      b. pick-up procedure
      c. shadow waving
   5. croquignole thermal waving

Q. Chemical Hair Relaxing

1. chemical action
2. basic steps
3. analysis
4. strand test
5. implements and supplies
6. process
   a. sodium hydroxide
   b. retouch
   c. amonium thioglycolate
   d. retouch

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 42 to 45, 62 to 75, 76 to 81, and 188 to 191

Suggested reference: Hair Structure and Chemistry Simplified. Milady Publishing Corporation

Slides: Milady Publishing Corporation

13-1.1 "Permanent Waving"

13-1.3 "Skip Waving"

13-1.21 "Diagonal Finger Waves"

13-1.28 "Basic Finger Waving Techniques"

13-1.26 "Vertical Finger Waves"

13-1.30 "Chemical Relaxer"

Film Loops (technicolor): Milady Publishing Corporation

"Permanent Wave"

"Iron Curling"

Film: Milady Publishing Corporation

"A Skip Wave Lesson," 6 minutes, 16mm/color

LABORATORY ACTIVITIES

1. Develop a permanent wave style to fit four different hairstyles and identify the size of rods to be used with each
2. Practice filling out record cards
3. Prepare and evaluate a test curl
4. Practice applying a heat permanent wave to mannequin
5. Practice applying a cold wave to a mannequin
6. Practice techniques of thermal waving on a weft mounted on wig block
7. Practice administering skin patch and strand tests
8. Practice chemical relaxing techniques on a mannequin
9. Practice finger waving with a partner

LABORATORY MATERIALS

mannequins
scalp protectors (protective cream)
end papers
spacers
water container
combs
rods of different sizes
sample wave lotions and neutralizer
clips
applicator bottles
neutralizing capes
shampoo capes
cotton
gloves
samples of reconditioners
dye remover
towels
neck strips and mantles
finger waving lotion
finger waving combs
chemical relaxer
stabilizer or neutralizer
shampoo
petroleum base
hair conditioner
spatulas
timers
record cards (Milady Publishing Corporation)

HAIRSTYLING

DESCRIPTION

Hairstyling ... covers the mechanical processes required for forming curls and waves, the composition and effect of the supplies used, as well as concepts of line and design. The art principles related to the techniques of styling and comb-out are included. This module stresses the importance of the complete mastery of fundamental techniques and procedures.

LEARNING TIME

Hours: 50

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Identify the parts of a curl.
2. Demonstrate the ability to do:
   a. forward verticle shaping
   b. diagonal shaping
   c. reverse vertical shaping
3. Demonstrate on a partner the ability to make:
   a. reverse curl - no stem, half stem, full stem
   b. forward curl - no stem, half stem, full stem
4. Demonstrate proper method of anchoring pin curls.
5. Demonstrate techniques involved in the use of rollers and identify a variety of styles that can be achieved with them.
6. Demonstrate the art of shaping wet hair into an artistic wave pattern.
7. Demonstrate the ability to combine basic hairstyling techniques to produce a style pattern.
8. Demonstrate the skill required for artistic comb-outs.
9. Identify different hairstyles which complement various facial shapes.
10. Identify at least thirty basic terms used in hairstyling.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Pin Curls
   1. parts
   2. mobility
   3. curl and stem direction

B. Shaping
   1. forward vertical
   2. diagonal
   3. reverse vertical

C. Bases
   1. triangular
   2. rectangular
   3. arc
   4. square

D. Pin Curl Techniques
   1. left side
   2. right side
   3. procedure

E. Anchoring Pin Curls
   1. procedure
   2. caution

F. Wave Types

G. Roller Curls
   1. preparation
   2. procedure
   3. effects

H. Roller Technique - Volume and Indentation
   1. cylinder rollers
   2. tapered circular rollers

I. Hair Parting

J. Back Combing and Back Brushing

1. explanation
2. procedure

K. Comb-out

1. procedure
2. finishing steps

L. Facial Types

M. Basic Terms

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Practical Beauty Culture Workbook. Milady Publishing Corporation

Cosmetology Lesson Plans and Lesson Planning Part II. Milady Publishing Corporation. Lesson plan numbers 46 to 55

Slides: Milady Publishing Corporation

13-1.24 "Basic Pin Curling"

13-1.25 "Roller Curls"

13-1.27 "Cascade or Stand-up Curls"

Films: Milady Publishing Corporation

"Ridge Curl," 12 minutes, 16mm/color

"A Skip Wave Lesson," 8 minutes, 16mm/color

The Kaynar Company, 7875 East Telegraph Road, Pico Rivera, CA 90660

"Stem Direction," 16 minutes

Wall Charts: Beauty World, 1220 Broadway, New York, NY

Face Shape Charts - series of five, 11" x 14" in color

LABORATORY ACTIVITIES

1. Practice different types of hair parting
2. Practice formation of different curl foundations
3. Practice formation of curls, stressing achievement of skill and speed
4. Determine various effects achieved by combing directional curls.

5. Participate in a styling contest - plan and execute a simple style using directional curls and various bases - students select winner
6. Practice winding rollers using cylinder shaped and tapered circular rollers
7. Reproduce patterns of roller styles from trade journals
8. Compare hair properly combed and stretched during wave formation with hair not correctly combed and stretched

LABORATORY MATERIALS

combs

mannequins

lotion

neck strip

mantle

towels

clips

rollers (cylinders - tapered circular)

SHOP OPERATION

DESCRIPTION

Shop Operation ... acquaints the student with rights, responsibilities, and obligations of employees and employers. Business operation and personnel management of a typical beauty salon are discussed. The importance of salesmanship and record keeping is stressed. Factors to consider when seeking a job are presented.

LEARNING TIME

Hours: 12

OBJECTIVES

Given the appropriate instruction and materials, the student will be able to:

1. Discuss employer-employee responsibilities.
2. Identify laws governing the employer and employee.
3. Identify factors to be considered when seeking employment.
4. Discuss interpersonal relationships and shop ethics.

Acceptable achievement will be determined by successful accomplishment of laboratory activities and a minimum of 80% success on written and objective tests.

MODULE OUTLINE

A. Employment Responsibilities
   1. obligation of employee
      a. efficiency
      b. punctuality
      c. loyalty
      d. integrity
      e. honesty

2. obligation of employer
    a. observe laws
        1) wages
        2) hours
        3) compensation
        4) licensing
    b. provide proper facilities
    c. provide proper work experiences
    d. honor contractual or verbal agreements

B. Ethics
    1. resigning job
    2. giving advance notice
    3. waiting for successor
    4. favorable work record

C. Working Conditions
    1. environment
        a. modern
        b. clean
        c. safe
    2. employer
    3. personnel
    4. transportation
    5. monetary compensation
        a. salary
        b. commission
        c. gratuities
    6. working hours
        a. schedule
        b. holidays
        c. vacations
    7. union considerations

D. Shop Fiscal Considerations
    1. cost of labor
    2. income

3. running expenses
4. profit

E. Salary Determination
1. wage-hour laws
2. supply and demand
3. operator experience
4. ability to produce

F. Hiring Considerations
1. appearance
2. personality
3. types of experience
4. ability through "tryout"

G. Interpersonal Relations
1. operator - patron
2. operator - co-worker
3. operator - manager
4. shop ethics
a. fair and courteous treatment to all
b. respect rights and opinions of others
c. loyalty
d. honesty
e. maintenance of good reputation
f. professional attitude

CURRICULUM MATERIALS

Standard Textbook of Cosmetology (text), Constance V. Kibbe. Milady Publishing Corporation, 3839 White Plains Road, Bronx, NY 10467

Pamphlets: New York State Department of Labor, Division of Employment, Albany, NY

"Guide to Preparing a Resume"

"How the New York State Labor Law Protects You"

"Why Young People Fail to Get and Hold Jobs"

U.S. Department of Labor, Washington, D.C.

"Employment Opportunities for Women in Beauty Service"

LABORATORY ACTIVITIES

1. Prepare a resume for prospective employer
2. Role play employment interview
3. Discuss in small group the loss of income due to waste of supplies, time and labor, and the value of a profitable shop to both employer and employee
4. Discuss in small group advantages and disadvantages of: salaries, commissions, percentage basis, gratuities
5. Discuss in small group what an employer looks for when hiring an employee

LABORATORY MATERIALS

None specified

SUGGESTED FACILITIES LAYOUTS

The facilities descriptions and layout sketches following are intended only as guides. Any number of alternative facility plans could work equally well. For some schools, facilities for this program may already exist. In such cases, the following material may offer the instructor and administration some suggestions for making the facility more effective through minor alterations.

For other schools starting up a new program, it may be necessary to remodel existing facilities. In such cases, it should not be expected that the remodeled facilities will offer every advantage that can be achieved with new facilities.

Even if new facilities are to be provided, a school may be unable to support a complete laboratory either because of enrollment, space, staff, or financial limitations. In such cases, decisions must be made regarding minimum program essentials and then facilities designed to fit.

Whether new or remodeled, facilities may serve multiple or joint functions. Thus business and graphics production areas may be combined; art and graphics study areas could be shared; welding can be done in an auto shop; small engine and automotive shops can be combined; computer and business programs may share spaces; the various health and cosmetology programs can share a common suite; the electronics laboratory could be combined with a physical science laboratory.

Such combinations have served elsewhere to strengthen both programs. Students see the direct relationship of what they are doing with careers in another field, and faculty find professional stimulation and mutual support in working with colleagues in what have often been artificially separated disciplines.

HEALTH EDUCATION SUITE

The health education room is broken into four basic zones, as follows:

Doctor office-reception zone. This space can be used to simulate activities that would occur in a typical doctor's or dentist's office ranging from the reception process to certain kinds of tests that are done in the office. For fuller explanation, see below under medical assistant/clerical room.

Clinical equipment practice zone. This area is more a laboratory type space in which a variety of the kinds of equipment found in a typical doctor's or dentist's office can be made available to the student to become familiar with how they are used, how they are maintained, and the kinds of records necessary. Demonstrations can occur in this area. Students can be used as patients simulating actual hospital conditions. Tests can be made - blood pressure, blood type, and similar types of activities. The space is large enough to be treated as an examining room by pulling one of the hospital beds into the center of the room and simulating that operation under demonstration conditions. It opens into the next zone in order that there can be a free flow of equipment and students to that area. Similarly it is open from the doctor's office-reception zone in order to allow instruction in the relationship between receiving patients and escorting them to the doctor's examining room or other areas within a hospital or medical clinic. Overhead cupboards should be provided at least 19" above the work counter on the one wall. The other counter should not have cupboards above so it can be kept clear for taller equipment.

Hospital room practice zone. This area is set up for three hospital beds which can be separated through the use of draperies on a ceiling track. The process of examining a patient and the related activities can be conducted in this space. This space is open into the clinical equipment practice area in order that there can be a free exchange of students and activities.

A lecture/demonstration zone. This area provides space with tablet arm chairs for 24 students, chalkboard, and projector screen. It can be used for class activities, for individual study space, and for displays and demonstrations.

MEDICAL ASSISTANT/CLERICAL ROOM

This area is broken into two prime zones which could be widely separated although preferably they should be adjacent. The doctor's office-reception zone should be the same noted above if the school has a health education facility. Otherwise it should be provided as part of the clerical zone space.

Doctor's office and reception zone. This area is intended to provide an opportunity for experience in the reception of patients, the activities involved in obtaining proper kinds of background information, medical records, and the recording of data necessary as requested by the doctor. Adjacent to the waiting area is a reception desk and two stations separated by 7' high adjustable shelves behind the desk for storage of patient medical/dental records. The doctor's office area is intended to provide a simulated office in order that practice can occur in working with the typical activities that occur in a doctor's or dentist's office.

Both areas are open into the laboratory area in order that an instructor can work with a student or two in each of these spaces demonstrating to the balance of the class how the operations are done and the techniques that are to be used.

Clerical lecture and laboratory practice zone. This multipurpose zone has the space for 18 students to be seated at standard tables, 24" x 60", and two students to be seated at typing desks. Four additional desks are available to increase the total capacity to approximately 24 for a lecture setting.

There are five typical secretarial desks which would permit practice in use of typewriters, recording machines, and similar activities that typically occur in medical secretarial stations. Other kinds of office machines typically found in a clerical setting are provided, including the work counter on which calculators, adding machines, business machines, and similar small pieces of equipment can be used. A copy machine and a spirit duplicator are also provided in that portion of the room. A clean-up sink is provided. Open shelves are also provided so that catalogs generally used can be readily available to the students as they practice their medical office procedures.

It is intended that the space permit a wide variety of clerical experiences and that the equipment be movable in order that this can occur. Electrical outlets should be provided on the floor, if possible, for the placement of electrical typewriters as shown.

Similarly a wire loop antenna should be provided around the room for wireless broadcast to student stations for transcribing purposes. A broadcasting unit (wireless) could be operated from any of the cabinets within the room off prerecorded cassettes. This would give experience to the students in using shorthand, taking dictation, and similar activities. An alternative to the loop system can be provided with standard

transcription equipment. Outlets should be provided along the work counters to operate power equipment. Storage cabinets below the counter should be lockable for security purposes. The typewriters should be attached to the secretarial desks for security reasons. All business machines should be attached to the desks for security reasons.

Dental assistant/technician room. This combination classroom laboratory provides seating area for the more normal lecture demonstration type approach to instruction. In one corner of the room, however, is included a dental chair, preferably movable so that it can be moved to the front of the room along with either the movable dental unit or the movable X-ray unit. In the case of the movable dental unit, the chair and chair-side operations can be demonstrated in front of the classroom. The movable X-ray unit can also be used for demonstration purposes in the front of the classroom. For actual operation it would need to be moved back into place in the lead shield walls for safety reasons. The power outlet system should be set up so that it would be impossible to operate the movable X-ray unit in any location other than in the proper one for protection behind the lead shield X-ray walls.

If X-ray operatory and X-ray processing rooms are provided, direct access from the dental assistant/technician laboratory would be convenient.

A second demonstration area is available where the two portable treatment chairs are normally located. These can be used with the instructor doing the demonstration or with students demonstrating on other students before the class. Similarly in a laboratory setting these can be used for practice without the demonstration component.

The work tables or benches are provided in order that a variety of experiences can be afforded to the students. These tables will require power from floor outlets or overhead sources. Natural gas, electrical power, and compressed air should be provided along all of the work counters. Hot and cold water should be provided at the sinks. Clay traps should be provided at the bottom of the sinks for clean-out purposes. The cabinets below the counter should be provided with covered lockable doors, as should a cabinet over one of the counters.

The option is available to augment the dental assistant technician space with the provision of two operatories, one equipped with a dental unit and the other with an X-ray unit. The X-ray unit must be completely protected, leaded walls and doors for safety purposes. Both operatories should be provided with double doors in order to give good vision into the operatory from the instructional space. Windows should be provided in order that there can be vision into the operatory when it is closed. This is particularly important in the case of the X-ray unit where the operator of the X-ray control outside the operatory must have vision of the patient in the chair. Each operatory is equipped with a typical dental mobile chair, a mobile dental or X-ray unit, a mobile cabinet for dental equipment, and a counter with a stainless steel sink and storage below.

The dark room is provided with a light trap, counters, and two sinks with appropriate storage cabinets below.

Safe lights must be provided with a switch and alert light outside the door.

If the optional operatories are provided, the instructional space should be increased in width by approximately 4' to provide adequate circulation between the seating area and the operatories.

This space is designed with three basic zones - medical, dental, and cosmetology. Two major areas are provided - the demonstration/equipment area and the demonstration/lecture area.

The demonstration/equipment area. This space is used to accommodate basic units of mobile equipment that are in turn used for demonstration purposes in the class. It includes the mobile combination of a dental chair, dental unit, and X-ray unit. It is intended that the X-ray unit be inoperative for safety reasons; however, demonstrations can occur on how to position the patient, how to use the equipment, how to work with the patients. It should be noted that the dental chair has been shown as a full-sized unit but a smaller, more mobile unit would work equally well.

Another unit of equipment is the electrical hospital bed. This could also be used as an examination table, or both could be provided.

A third set of equipment includes the equipment required for cosmetology. It includes a mobile styling unit, a manicuring unit, and a hair dryer.

Demonstration/lecture area. Extra space has been provided between the front of the room and the class seating area in order that the various units of equipment can be moved from their location at the rear of the room to a position at the front of the room, if the instructor elects to work in that position. Also in the front corner of the room is the shampoo sink which is needed for cosmetology and must be fixed in place with the necessary utilities.

A chalkboard and an overhead pull-down projection screen or portable screen will be needed in this area.

Seating has been provided for 24 stations with tablet arm chairs in the classroom seating area. With slight modification in expansion of the space, tables could be provided but are not essential. The rear of the room includes a work counter with a sink which can provide for a variety of operations and the storage of equipment below and in cabinets above.

A 4' door should be provided in order to afford access for the hospital bed. Equipment should be ordered from lists provided with the more specialized laboratory spaces.

COSMETOLOGY LABORATORY

The cosmetology laboratory will provide a total training area for instruction and practice necessary to gain entry level skills in the beautician and hair dressing profession and prepares the student for advanced standing if he or she continues training to gain a state license. The environment should simulate a complete beauty shop and, as the required practice is dependent to a large extent on outside customers, the environment and decor should result in "the best beauty shop in town." However, where space is limited, instruction should have a priority over looks.

The total laboratory area of approximately 1400 square feet (SF) should provide the following sub-areas (see suggested Cosmetology Laboratory schematic):

a. Customer reception and waiting area with outside entrance.

b. Shop area with hair dressing booths and dryer areas.

c. General instruction area.

d. Teacher's office area.

e. Storage room (approximately 100 SF).

The customer reception area can be screened by fold-wall or free-standing partitions 6' high. This area should be carpeted. Telephone service should be provided in the customer reception area. This area should accommodate up to six waiting customers and a small reception desk for appointments and payment. Cosmetology could share jointly the reception area for medical/dental assistance training.

The shop area should provide a minimum of 15 hair dressing stations, at least six of which should have sinks with hot and cold water and shower spray. Stations should have full-width mirrors and full-width formica counter tops with drawer storage on one side and closed shelving on the other. Each station must have a 110 and 220 volt electrical outlet. Central area of the laboratory must have 110 volt electrical outlets to accommodate a minimum of 10 hair dryers (12 are preferred).

A vinyl fold-wall should close off a section (350 SF minimum) of the shop area to form the general instructional area. This area will be used part time for demonstrations and teaching. Provisions should be made for darkening this area for audio-visual projections. A fold-away chalkboard should be provided but should not detract from the decor of the shop area when not in use. This teaching area could be shared jointly by the medical and dental assisting programs as part of a common suite.

The storage area should have 18" deep adjustable shelving from floor to ceiling on all interior walls. An automatic washer and dryer must be accommodated in the storage room.

Rest rooms should be located near the cosmetology laboratory. These may be in the main school corridor.

The location of the laboratory should be such that there can be an outside customer entrance. This entrance should be near a parking area where customers may leave their cars while in the laboratory.

Lighting in the shop or practice area should provide 100 foot candles at table-top height.

SUGGESTED MEDICAL AND COSMETOLOGY CLASSROOM
FUNCTIONAL ZONES

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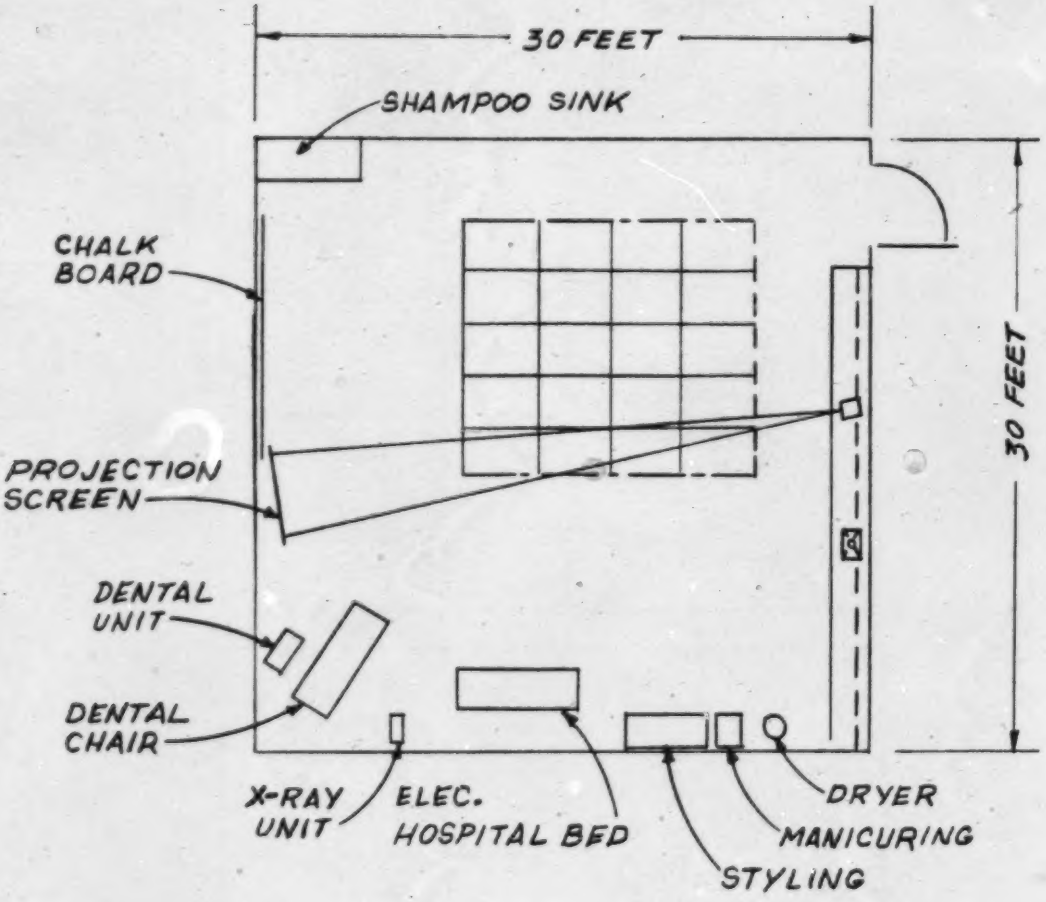
SUGGESTED MEDICAL AND COSMETOLOGY CLASSROOM

SCALE 1/8" = 1'



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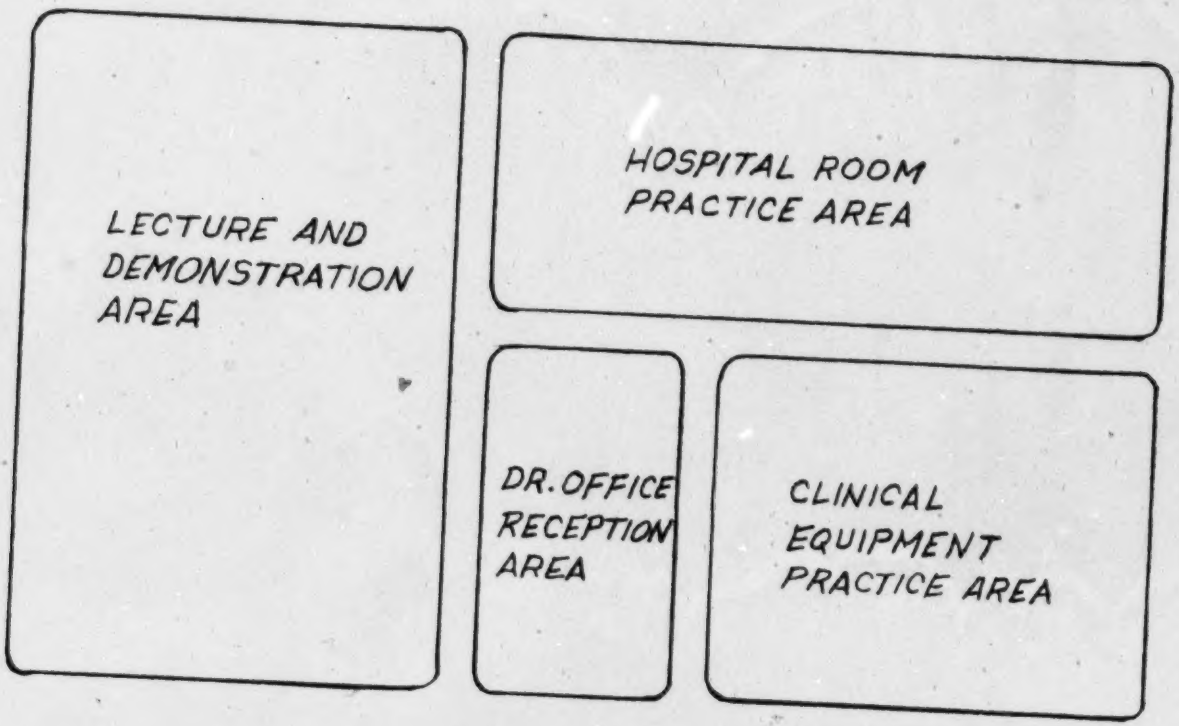
SUGGESTED MEDICAL ASSISTANT-CLINICAL LABORATORY FUNCTIONAL ZONES


LECTURE AND DEMONSTRATION AREA
HOSPITAL ROOM PRACTICE AREA
DR. OFFICE RECEPTION AREA
CLINICAL EQUIPMENT PRACTICE AREA

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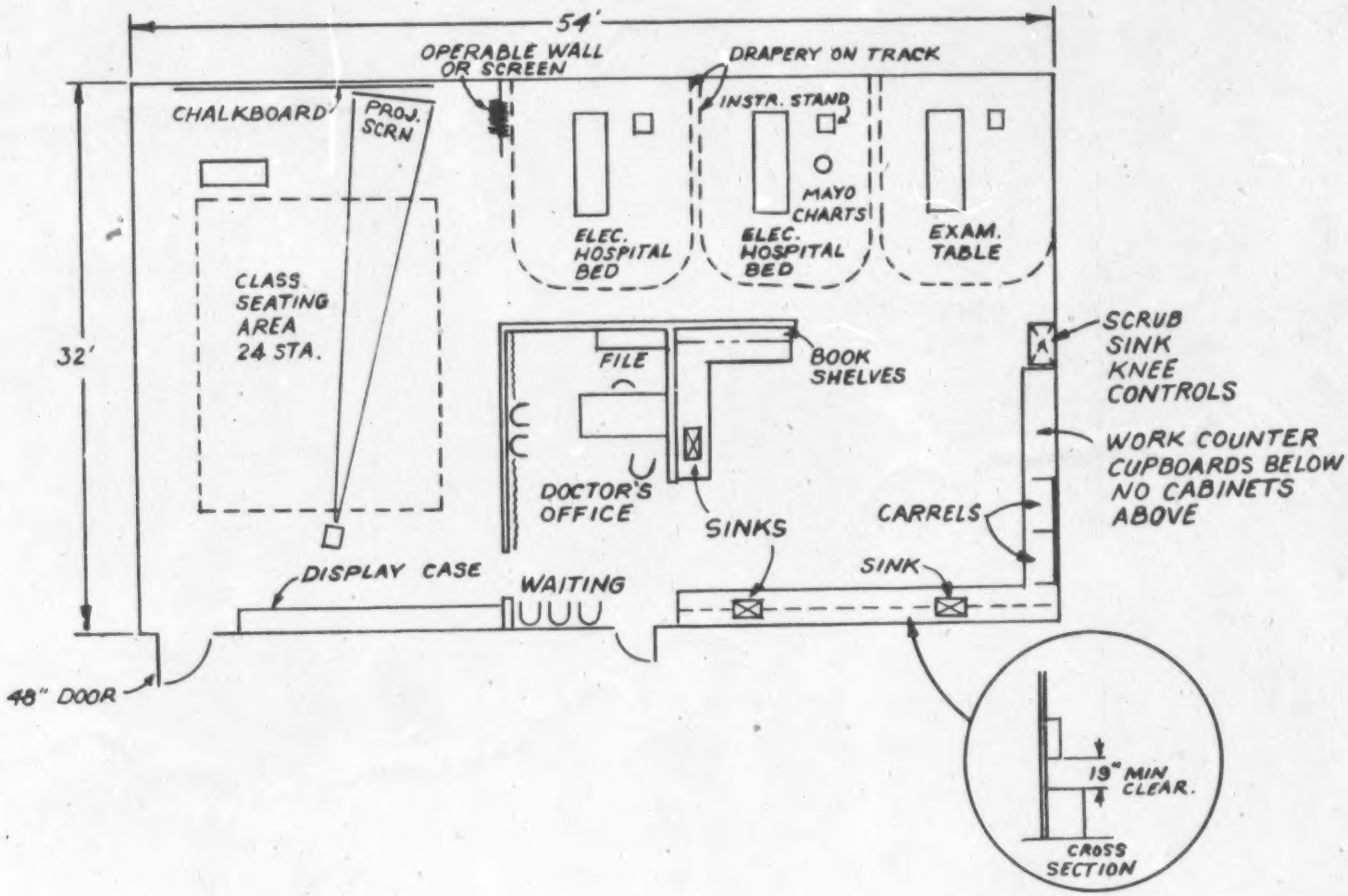
SUGGESTED MEDICAL ASSISTANT – CLINICAL LABORATORY PATIENT CARE

SCALE 1/8" = 1'



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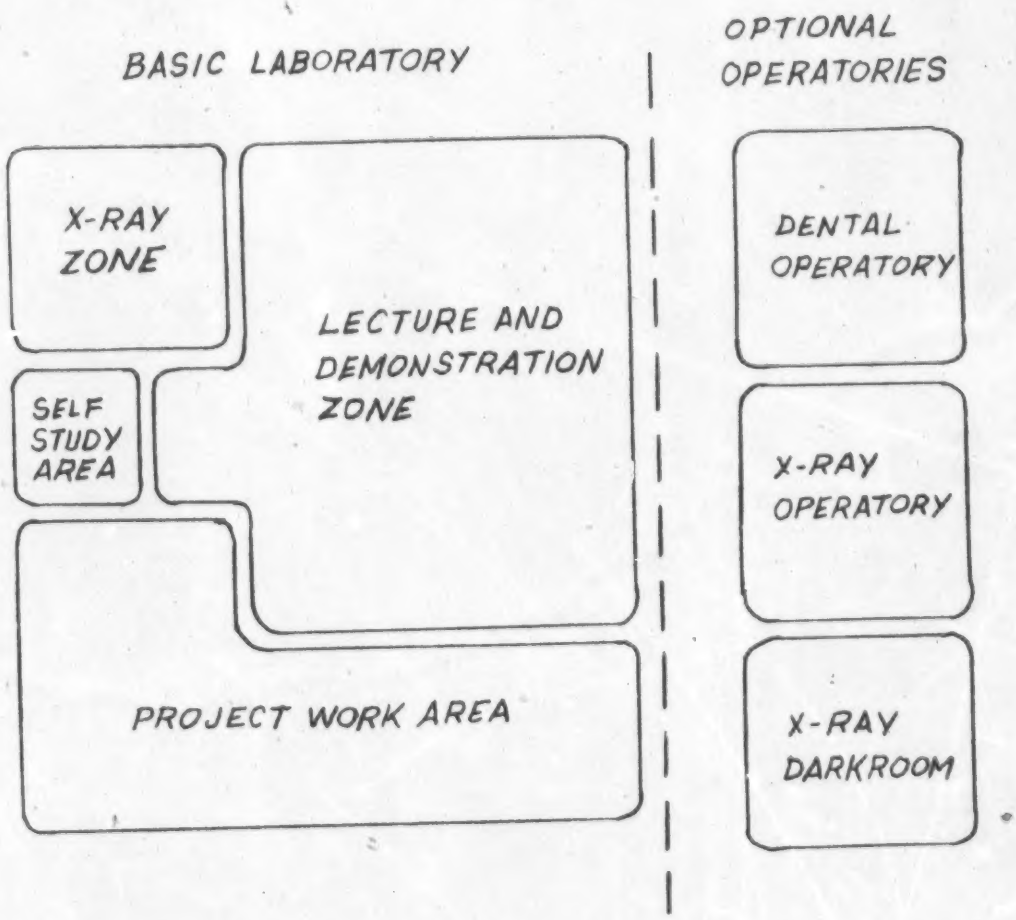
SUGGESTED DENTAL ASSISTANT/TECHNICIAN LABORATORY FUNCTIONAL ZONES



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SUGGESTED DENTAL ASSISTANT/TECHNICIAN LABORATORY

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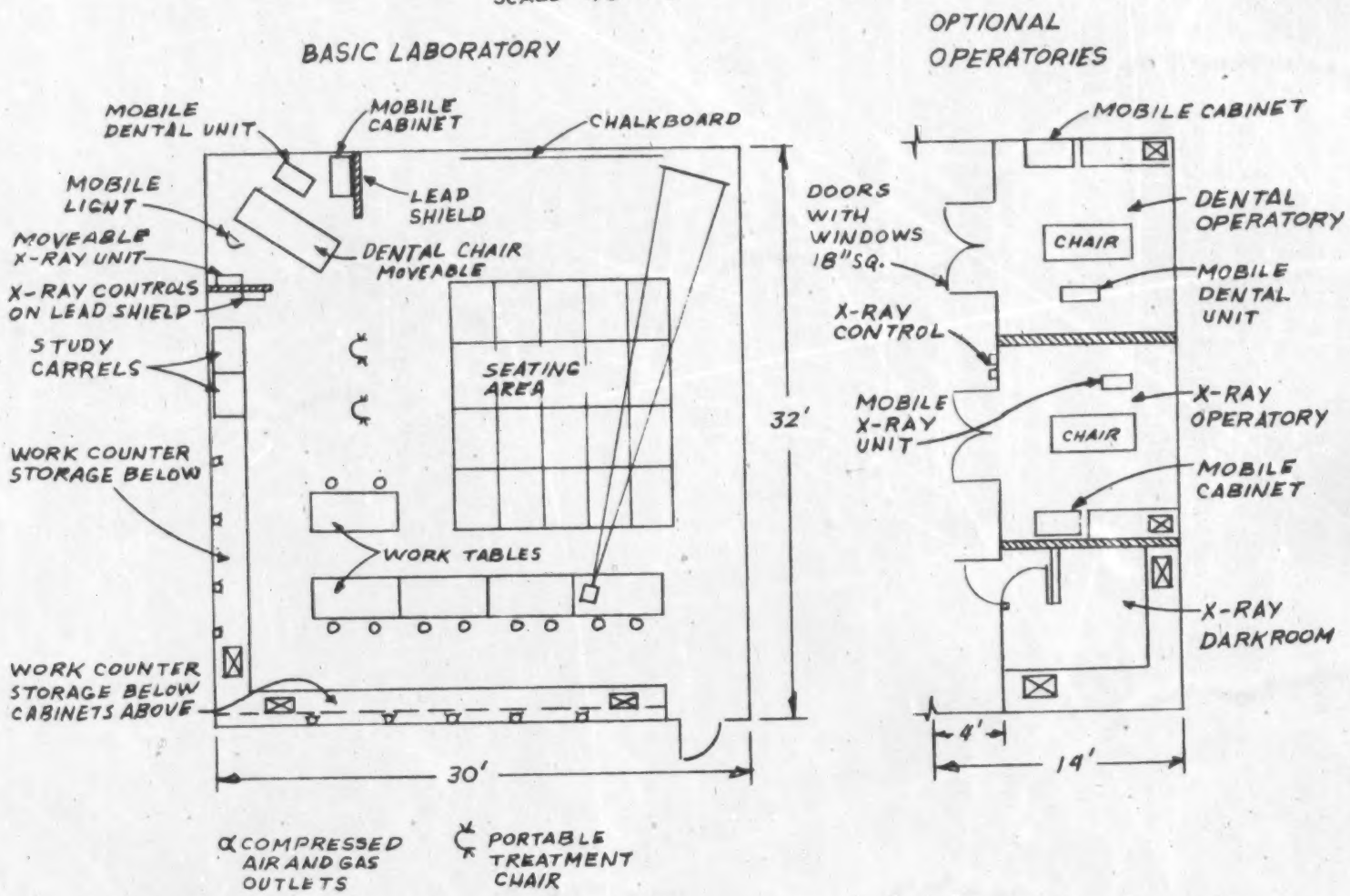

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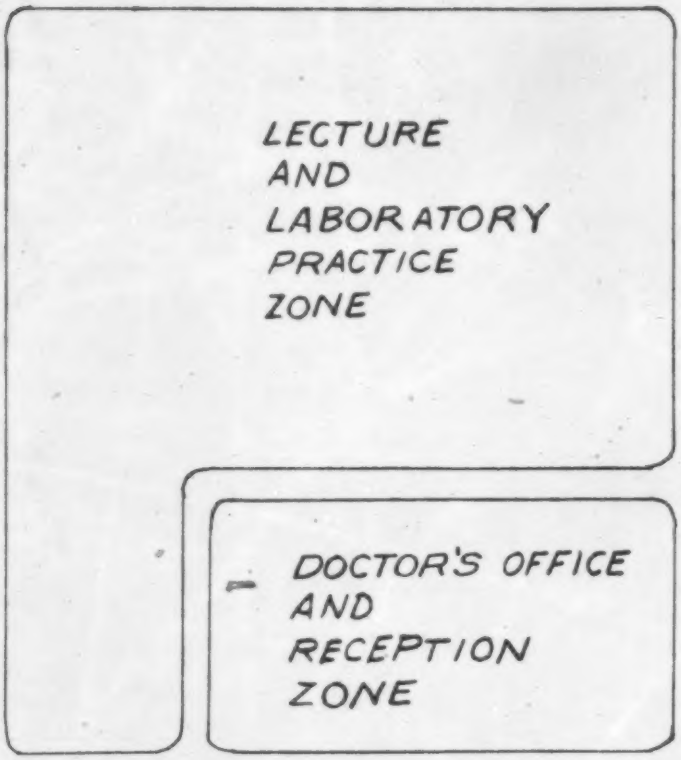
SUGGESTED MEDICAL ASSISTANT~ CLERICAL LABORATORY FUNCTIONAL ZONES



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SUGGESTED MEDICAL ASSISTANT ~ CLERICAL LABORATORY

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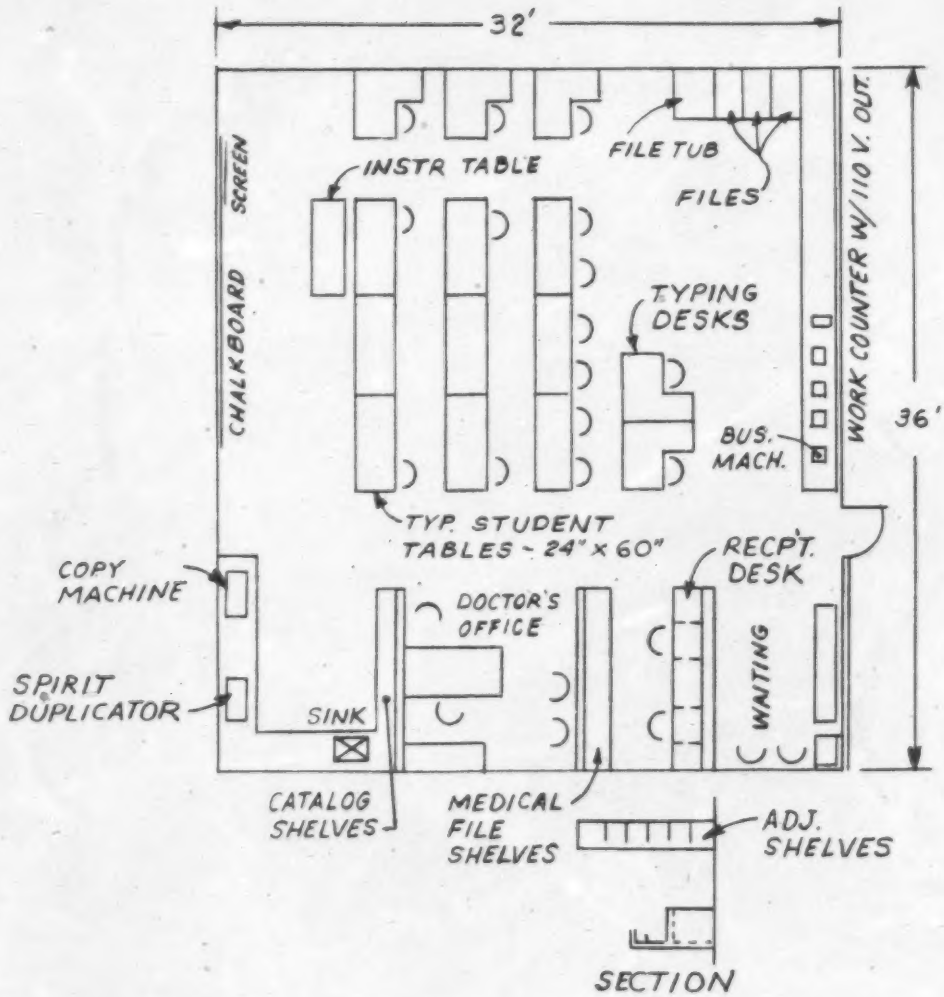

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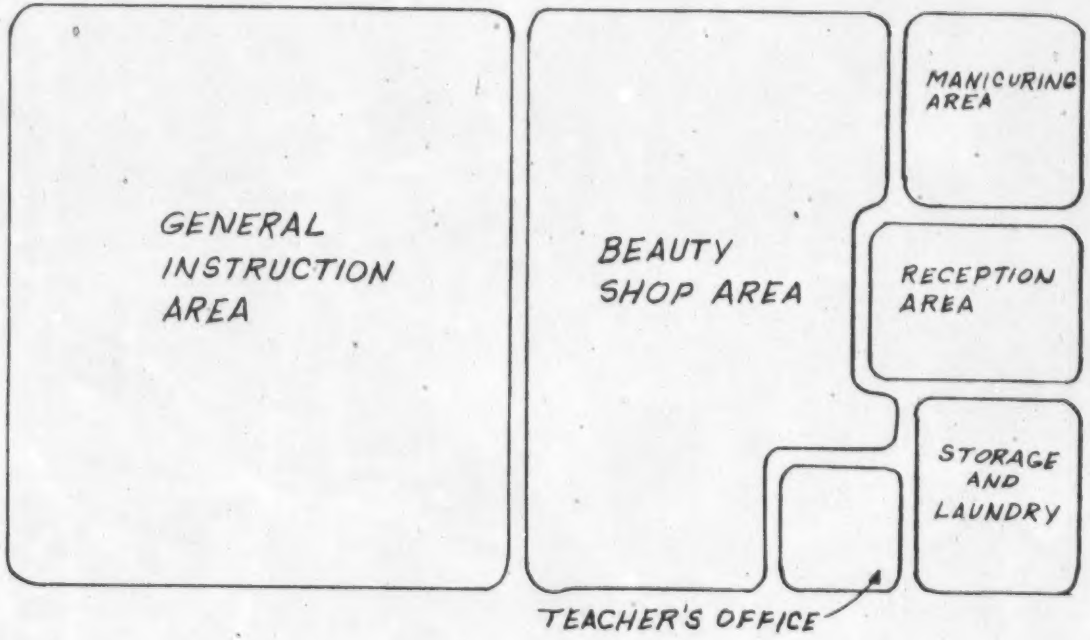
SUGGESTED COSMETOLOGY LABORATORY
FUNCTIONAL ZONES



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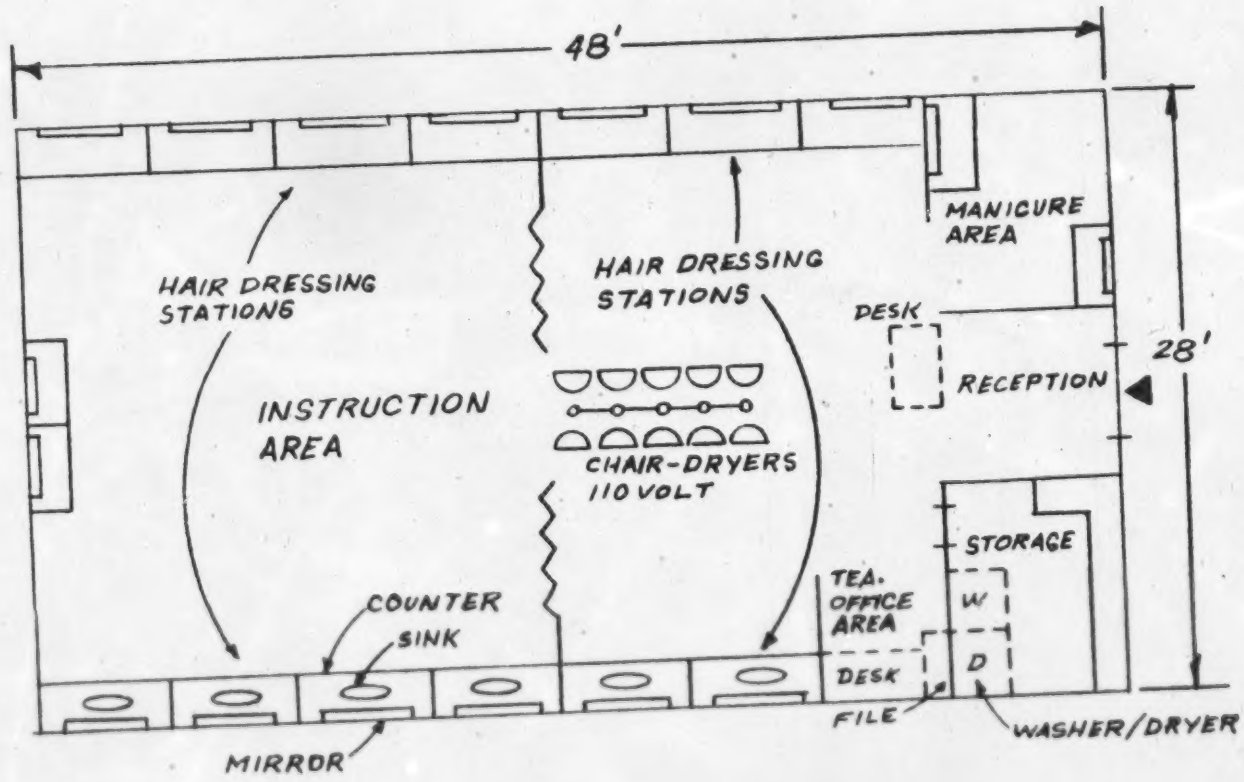
SUGGESTED COSMETOLOGY LABORATORY



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